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ABSTRACT

The curriculum guide presents the activities component of the Human Development Program for the third grade. The Human Development Program (HDP) is an affective curricular approach developed by psychologists to help teachers instill responsibility and self-confidence in children. Following a brief overview of the HDP and explanation of the Magic Circle (an activity in which students and teachers sit in a circle for 20 minutes each day and discuss a topic related to feelings), the guide presents topics and directions for 180 Magic Circle sessions. In each session, the intent is that children will show acceptance of themselves and each other, listen to each other, and focus upon each other's feelings. First and second semester schedules comprise alternating two and three week units. The units include awareness activities (positive and negative feelings, thoughts, and behavior); mastery activities (power and effectiveness, problem solving, and self-control); and social interaction activities (approval, attention, and leadership). Examples of topics are how I got into trouble; how I avoided trouble; how I got somebody to pay attention to me; how I paid attention to somebody else; how I said something I didn't mean; and how I shared in making a decision. The guide also presents information to the teacher on preparing Magic Circle sessions, explaining the topic for discussion, leading the daily session, and helping the children review and summarize what they learned. (Author/DB)

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HUMAN DEVELOPMENT PROGRAM

Uvaldo Palomares, Ed.D. and Geraldine Ball, M.S.

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Activity Guide
Level III

by

Harold Bessell, Ph.D.

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FOREWORD

The reader is now in possession of one part of the Human Development Program. This is Level III of the Lesson Guides. Four levels have preceded, and three more levels are to follow. These eight levels comprise the Activity Guides portion of the program on the elementary level. In addition, there are the Developmental Profile scales and theoretical materials.

Before proceeding to examine or use the contents of this activity guide, it is recommended that the teacher read the Theory Manual. These materials provide a strong background and give the rationale for the activities that are used. They also explain how they have been derived from research with the children, why there are the three basic themes of awareness, mastery and social interaction, why different emphases are placed at different age levels, and how the sequential arrangement for best development was determined.

For the teacher's guidance the rationale behind the activity is given. However, only after a thorough reading of the Theory Manual, will the teacher have sufficient background and understanding of the program to realize that these activities are not just interesting ideas that were thought up. Rather, the teacher will realize that these ego-strengthening and character-building activities appear here only after the antecedents of neurosis were studied clinically and the problem areas were field tested with large numbers of children over many years to see what is meaningful and useful to them as they are able to see the issues. The reader now holds one broad link, therefore, in the long and fascinating chain of human development.

CONTENTS

	Page
INTRODUCTION	vii
HUMAN DEVELOPMENT PROGRAM OVERVIEW CHART	ix
LEADING THE CIRCLE SESSION	xi
PREPARING FOR THE CIRCLE SESSION	xv
Group Size, Circle Arrangements, Orientation	xv
FIRST SEMESTER ACTIVITIES	
First Nine Weeks – Basic Orientation Activities	1
Unit 1 – Three Weeks on Awareness	
Week 1 – Good Feelings and Bad Feelings	4
Week 2 – Pleasant and Unpleasant Thoughts	10
Week 3 – Positive and Negative Behavior	16
Unit 2 – Three Weeks on Mastery	
Week 4 – "My Powers to Be and Do"	24
Week 5 – "How I Got What I Needed"	30
Week 6 – "How I Got Into Trouble"	36
Unit 3 – Three Weeks on Social Interaction	
Week 7 – Getting and Giving Approval	44
Week 8 – Getting and Giving Disapproval	50
Week 9 – Getting Attention	56
PHASES FOR TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD	62
Second Nine Weeks – Beginning Experience in Children's Choice and Child Leadership	
Unit 4 – Three Weeks on Awareness	
Week 10 – Exposure to Awareness Activities	66
Weeks 11 & 12 – Experience with Awareness Through Children's Choice and Child Leadership	
Unit 5 – Three Weeks on Mastery	
Week 13 – Exposure to Mastery Activities	74
Weeks 14 & 15 – Experience in Mastery Through Children's Choice and Child Leadership	
Unit 6 – Three Weeks on Social Interaction	
Week 16 – Exposure to Social Interaction Activities	82
Weeks 17 & 18 – Experience with Social Interaction Activities Through Children's Choice and Child Leadership	

CONTENTS (continued)

Page

SECOND SEMESTER ACTIVITIES

Unit 7 – Two Weeks on Awareness
Week 19 – Exposure to Awareness Activities 92
Week 20 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 8 – Two Weeks on Social Interaction
Week 21 – Exposure to Social Interaction Activities 98
Week 22 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 9 – Two Weeks on Mastery
Week 23 – Exposure to Mastery Activities 104
Week 24 – Experience with Mastery Activities Through Children's Choice and Child Leadership

Unit 10 – Two Weeks on Social Interaction
Week 25 – Exposure to Social Interaction Activities 110
Week 26 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 11 – Two Weeks on Awareness
Week 27 – Exposure to Awareness Activities 116
Week 28 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 12 – Two Weeks on Social Interaction
Week 29 – Exposure to Social Interaction Activities 122
Week 30 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 13 – Two Weeks on Mastery
Week 31 – Exposure to Mastery Activities 128
Week 32 – Experience with Mastery Activities Through Children's Choice and Child Leadership

Unit 14 – Two Weeks on Social Interaction
Week 33 – Exposure to Social Interaction Activities 134
Week 34 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 15 – Two Weeks on Awareness
Week 35 – Exposure to Awareness Activities 140
Week 36 – Experience with Awareness Through Children's Choice and Child Leadership

INTRODUCTION

The Human Development Program . . .

is a curricular approach which is designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships. The program capitalizes on the basic drives of children to achieve mastery and gain approval.

The Human Development Program incorporates what master teachers do every day to instill responsibility and self-confidence in children. It is a systematic plan which reduces the chance factor for growth in the affective domain. The scope and sequence of the activities provide experiential lessons for the development of skills children need for effective personal adjustment, success in academic endeavors, and other life challenges. The child learns to appreciate what others do for him. He is permitted to be honest about his resentments instead of learning to deny their existence or to repress them. For twenty minutes each day, the learning climate for the children is open and free in the security of the circle session.

In the Circle Session . . .

the children and their teacher, who serves as leader/catalyst, verbally explore themselves and each other every day through group interaction in activities related to specific goals. These goals are met by using group techniques tailored for elementary school children.

Throughout the twenty-minute session, an atmosphere of acceptance prevails. Children are encouraged to share their feelings genuinely and to learn to listen and observe others.

The teacher's role is to begin the activity by explaining the topic for discussion and, if necessary, to demonstrate what is expected of the children by "going first". After each child has had an opportunity to participate, the teacher helps the children to review and summarize what was learned in the session. Progressively, the teacher says less in each session – giving more of the responsibility to the children as they are ready to assume it. Sample circle topics are:

"It made me feel good when . . ."
"I made someone feel bad when I . . ."
"Something I do very well is . . ."
"What can I do for you?"

In preschool and kindergarten, the children participate in "Mastery" sessions which are specifically designed to give them deserved positive feed-back which enhances their feelings about their own ability to manipulate their environment, thus building their self-esteem.

The Design of the Human Development Program . . .

is semi-structural, flexible, and open-ended. It is a developmental curriculum in the area of affective education. The experiences at each level prepare children to move into each sequential level progressively. The program is much like a developmental reading program, in that the skills learned at one level form the foundation for growth in the next.

Even though the program is designed to begin with four year olds, it may be inaugurated at any level. Currently available are Levels A (pre-school); B (kindergarten) and I, II, III and IV, corresponding to the respective grade levels. Levels V and VI for grades five and six are in the developmental stage, and will be available at a later date.

Inquiries regarding the program materials may be directed to the authors at the address below:

HUMAN DEVELOPMENT TRAINING INSTITUTE
7574 University Avenue
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This Activity Guide . . .

contains directions for 180 Human Development Circle Sessions for teachers and children in the classroom – one for every day of the school year. Each activity has been researched with groups of children and modified as needed to make it meaningful and practical. The sequential order in which the activities are presented has been determined through research with the ideal in mind that a positive cumulative effect will take place in the children, bringing about significant personal growth.

Each activity relates to one of the following three major areas of personal development: Awareness, Mastery (or self-confidence), and Social Interaction. At the outset, the sessions are led by the teacher who serves as guide. Gradually, they encompass the children's-choice concept (in which the children share in deciding which circle session topic they wish to discuss) and child-leadership (wherein a child assumes the responsibility for leading the session).

In each session, the purposes and the behavior practiced are to show *acceptance*, to *listen* and *pay attention* to each other, and to focus on the *feelings* each person has.

MOST OF THE ACTIVITIES – PERHAPS ALL OF THEM – WILL BE VERY APPROPRIATE FOR YOUR GROUP AND SOME OF THEM MAY NOT. AS GROUPS DIFFER WIDELY, YOU MAY FIND IT NECESSARY TO BE SELECTIVE IN YOUR USE OF THE ACTIVITES. ONCE YOU AND THE CHILDREN HAVE LEARNED TOGETHER HOW A CIRCLE SESSION WORKS, THERE MAY BE TIMES IN WHICH YOU OR THE CHILDREN MAY THINK OF A UNIQUE TOPIC OF YOUR OWN TO DISCUSS WHICH MEETS YOUR OWN PARTICULAR NEEDS. IF YOU ARE A BEGINNER WITH THE PROGRAM AND YOU ARE NOT SURE HOW THE ACTIVITIES WILL AFFECT THE CHILDREN AND YOU DO NOT FEEL THE NEED TO MAKE ADJUSTMENT, IT IS RECOMMENDED THAT YOU FOLLOW THE GUIDE CLOSELY WITH RESPECT TO SEQUENCE. THE GREATEST VALUE COMES WHEN THE PROGRAM IS PRACTICED DAILY, OR AS CLOSE TO THAT IDEAL AS POSSIBLE.

Overview Chart

HUMAN DEVELOPMENT PROGRAM
Levels, Group Arrangements, Strategies, and Objectives
Grades Pre-School through Six

Level	Grade	Age	Groupings	Strategies	Objectives
Pre-School		4-5	Single Circle 5-10	Encouragement to talk, listen, succeed.	Improve self-control and ability to listen and express; develop self-confidence and understanding of interpersonal interaction. Tolerance for individual differences. Understanding of universalization principle — emphasis on common human feelings, thoughts and behavior. Increase self-acceptance and listening skills. Begin coping with mixed feelings.
Kindergarten		5-6	Single Circle 8-10	As above. Deal with negative as well as positive topics.	
I	First	6-7	First one circle 8-12; then add self-controlled children to outer ring until whole class is in two concentric rings. Teacher and child leaders alternate.	As above. Discuss 1) ambivalence in feelings, thoughts, behaving, 2) effective and ineffective behavior, 3) reality and fantasy. Discuss variables of inclusion, exclusion, warmth, coldness, making of decisions. Begin leadership experiences.	As above. Effective self-control, ability to comfortably experience ambivalence, improve reality testing, self-confidence, effective meeting of needs, increase responsibility, tolerance, empathy, skill in making helpful suggestions. Sharing in decision making and recognition of leadership abilities.
II	Second	7-8	As above.	As above. Continued presentation of methods of awareness, coping, social interaction. Character development is fostered by challenge, commitment, and direct interpersonal communication with peers. Continued decision-making and child leadership.	As above. Articulation of wide range of experiences in positive and negative feelings, thoughts, and behavior. Self-confidence and positive self-concept. Ability to distinguish between reality and fantasy. Motivation to be responsible, productive, kind. Share in decision-making. Leadership as service, not exploitation. Ability to make helpful suggestions to guide leaders to better functioning.

Overview Chart
(Continued)

HUMAN DEVELOPMENT PROGRAM
Levels, Group Arrangements, Strategies, and Objectives
Grades Pre-School through Six

Level	Grade	Age	Groupings	Strategies	Objectives
III	Third	8-9	As above.	As above. Further challenge to self-sufficiency, integration, honesty. Emphasize responsibility in social interaction, keeping commitments.	As above. Self-control as a matter of personal pride. Verbal facility, skillful and tolerant listening. Ability to tolerate ambivalent feelings in self and others. Skill in observing differences between verbalization and performance. Wise decision-making and responsible, constructive leadership. Courage in taking the initiative to build good social relationships.
IV	Fourth	9-10	As above.	As above. Challenge to recognize psychological similarities and differences between the sexes. Role playing. Micro Lab. Experiences with authenticity and duplicity, exploring dreams and practice at problem solving.	As above. Accepting and reflective listening. Deeper self-awareness and understanding of social relationships. Fuller acceptance of responsibility for one's own behavior.
V	Fifth	10-11	Three general plans for articulation, presented.	As above. Focus on importance of flexible outlook and behavior. Units no longer assigned to a certain number of days of the week. Supplemental affective activities presented in a variety of subject areas.	As above. Increased understanding of how trusting relationships are developed. Awareness of the complexities in social situations. Development of a sense of identity. Dealing with role expectations, such as sex role demands. Increasing awareness of one's own capabilities and likeable qualities.
VI	Sixth	11-12	As above.	As above. Focus on responsibility for one's own behavior. Increased supplemental affective activities presented in a variety of subject areas.	As above. Increased self confidence through validation of self and others. Increased sense of self identity and group dynamics. Exploring conflict resolution. Increased understanding of self-determination, choices and decision-making.

LEADING THE CIRCLE SESSION

You aren't teaching a lesson. You're relating to people. Set a positive atmosphere by warmly drawing everyone into the circle. Establish eye contact with each child. Always use each child's name as you speak to him. To get things started, describe the task: "I'm going to ask a question only you know the answer to. Everyone will have the right answer. You don't have to say anything if you don't want to . . ." Then state the task. Extend a general invitation: "Who would like to go first?" If there are no volunteers, give a personal example of your own: "What gives me a good feeling is my guitar. It makes me feel good when I play it." If it is not necessary for you to take your turn first, do so later. (It is important to the children to learn about you too.) Rather than calling on the children to speak, just wait and let them begin when they are ready. When silences occur, wait patiently. The children need time to think about what they are going to say. Others need time to gather courage. After a bit, you might help them to do this by saying, "Let's all close our eyes and think about . . ." If more than one child begins to talk at a time, ask all but one child to wait and listen. Assure them that everyone will have a turn.

When the children begin to respond, accept their contributions, helping them focus on the *feelings* involved in their statements rather than the content. Point out the feelings: "Riding your bike gives you a good feeling, David. We like knowing what makes *you* feel good. We are interested in the feelings *you* have." Focus on feelings also non-verbally with eyes, touch and gesture. Model accepting rather than judgmental behavior, showing the children that in the circle each person is respected as his unique self. At first children sometimes copy each other or say what they think you want to hear, because they fear non-acceptance, ridicule or rejection. Remember the reasons for this behavior. In a general way, assure the group that it is OK for them to tell their real feelings. In time, these children will begin to feel safe. Even if a silly response comes, accept the feelings behind what is said: "It's all right and good for us to say what we feel, even if we think it's silly." If he describes a negative action, such as hurting someone and says it made him feel good, do not reject him. See if he can tell how he thinks the person felt. Try to keep the focus on the feelings of the people involved. Deal with the issue seriously and with him respectfully. Showing acceptance for him and what he feels does not mean that you are showing that you condone the action.

Listening in the circle is essential. Indeed, it is one of the basic purposes of the Human Development Program. Make sure the children understand that listening is expected of everyone. Tell them, "When you talk, what do you want us to do? What should you remember to do when someone else is talking?" The most effective way to assure good listening is to model it yourself. Make it obvious that you are listening attentively to each child as he speaks. Remember what he says. Be prepared to repeat it later. Draw the attention of children who do not appear to be listening to the child who is speaking by tactful word or gesture. Ask the children frequently throughout the session to repeat what other children have said, bringing in non-participants whenever possible.

Listen reflectively to each child, repeating back to him what you hear him saying, and inviting other children to do so also. Show him that you want to understand. If a child says something that you do not understand very well because you did not hear him correctly, immediately ask the other children for their opinion about what he said. Then check out their answers with the child. Give

credit to children who heard it correctly. In this way, you are making it clear that you do not know everything, and that their comments are worthwhile and important.

If some children talk for too long a period of time, it is probably because they feel that now they have the chance and may not get another soon. Remember the reason for the behavior. Help them clarify their thoughts about what they want to talk about – one at a time. Help them see that *one* thought, stated so others can understand it, is significant and important. Help direct the child's attention away from the content to the feeling. Without singling him out, remind the group in general that everyone will have many chances, since the group meets daily. Tell them that you accept the responsibility to assure that this happens. If the children can be convinced that it is important that they all get an opportunity to speak, in time they will help control the group so that each does get a turn. If you do not have time in one day for all to have a chance to speak, clearly state that those who didn't speak today will have a chance tomorrow, and then, of course, be sure to keep your promise.

As the activity progresses, make sure that each child who wishes to contribute has his chance, undistrubed. Ask *open-ended* questions: "Would you like to tell us more about it, Shirley?" Or to help a child talk about his feelings and to avoid setting limits on his response, you might ask, "Could you tell us about the feeling you get when you play with the puzzle?" Ask specific questions, such as, "how", "where", "when", etc., only after open-ended questions have been asked. Generally avoid "why" since children often have a difficult time dealing with it and it takes the child away from concentrating on his feelings. After each child has contributed in the circle, show your appreciation to him in your own way, using his name.

If, after one or two responses, none of the other children have volunteered to participate, *stop, look,* and *think* about what the possible reasons might be. Are they confused or afraid about something – about your intentions, about criticism? Fear of hurt, failure, and rejection may be the reasons. Try to assure acceptance in the way you ask – tone of voice, smile, etc. Reassure them that it is not possible to give the wrong answer. Try again with: "Let's close our eyes and think . . ." Recognize aloud different aspects of this: "Some of us find it difficult to express good feelings in the group, but after we get used to the circle we'll find it easier." If the child falters, and you can't help him make a success out of it, shift attention from the failure to some positive aspect of his feelings; e.g., that he tried to say something. Then go on to the next person. After two or more children have responded, point out similarities and differences: "Do you see that Maria and Henry have the same kind of feeling, and Lowell's is different?" Make it clear by tone, look, etc., that both similarities and differences are natural, neutral and acceptable.

Point out important interactions between children, such as when the same and different feelings are noticed: "You smiled when he said that you had the same feeling, didn't you?" Also point out the observable ways people handle good feelings: "When you have a good feeling, you sit up straight and smile and I can see your feeling all the way over here!" Encourage the children to interact with each other directly. Ask them if they have questions for each other. If so, urge them to ask the questions to the other child, not to you. If they direct it to you, ask them to redirect it to the individual who can answer it. First efforts to speak will often be irrelevant, silly, etc. In the beginning, it is more important to get the child to speak to other children independent of the teacher than it is to be "right on" the topic. Whatever the child says, respect it and go with it, then gently guide the conversation back to the subject, after he realizes his statements have been accepted. As the children develop, they will pick up the questions and cues to interact with others. You will be able to sense this and move back to let them take over. Let them even guide your responses by

asking you questions. As this activity guide book indicates, allow them to take over leadership of the group, one at a time.

No child should be forced or coerced to talk in the circle if he does not wish to. However, sometimes children do wish very much to participate, but are fearful. They need and can profit from your assistance. To help an unsure child, test him out on a parallel task before the group, or allow him to have a trial run in the circle so he won't feel "if I miss, I'm out". Ask the reticent child if he will whisper to you or a peer he chooses what he wishes to say. Ask him if you or another student can guess what he would wish to say. Don't start without his permission. Once he says you can, and you begin to guess while he either accepts or rejects the guess, he is involved. Elicit the help of a more secure child to encourage the one who is isolated from the group. Ask the more secure one to clarify the isolate's thoughts and feelings; then give credit to both. Encourage successful children to reinforce the successes of others. Say, "Pedro (timid one) spoke up. He told us about himself." Then, "Who can ask Pedro a question so that he can tell more?" If the child is reticent, shy, aggressive, or hurtful, have him help you choose the next person. Thank him, saying his name. The child who does not participate verbally at first, will when he is ready. In the meantime, he is listening and learning.

The circle is an accepting environment, but destructive behavior such as ridicule or overt disruption should not be accepted or allowed to continue. Children should view their participation in the circle as a privilege to be appreciated and utilized. Deal with the needs of disrupters but keep the focus on the individual who is having his turn and doing the task. If you get maneuvered into dealing with negative attention-getting, the group may decide that's how to get attention. Try to deal with the interrupter's feelings non-verbally. Touch him, have him exchange chairs to sit by you, sit young children on your lap while dealing verbally with the child whose turn it is. It may help if you speak directly to him about his actions: "Say, you sure giggled at that (or capped on that). Can you tell us what you were feeling when you made your comment?" Try to make him aware of his motives, avoiding any implication of discipline or punishment. You may find it helpful to allow the disrupter to see how you and his peers feel about his actions. If the above techniques have no immediate effect, remind him that his presence is desired but that his disruptive behavior will not be accepted.

Culminate each circle with a thorough review of what was said, asking the children, as they name each person, to try to remember the feeling that each child shared. Reward good listening and recall with such praising commentary as, "You listened very well, Sally. You can remember what you hear too." This is a good way to bring in children who did not speak to the topic.

Cognitively summarize each session at its conclusion: "Who thinks he can say why we talk about these things? Does it give you a good feeling to know more about other people? What was this all about? What did we learn (about each other)? How do you feel about it?" This sets the stage for more willing participation in future sessions by letting the children understand that they are doing something that is personally significant for them.

REMEMBER THAT EVERYONE WHO LEADS CIRCLE SESSIONS HAS HIS OWN PERSONAL STYLE. THERE IS NO ONE PERFECT WAY TO DO IT. YOU WILL DEVELOP YOUR OWN STYLE AS YOU WORK WITH THE PROGRAM. THINK OF YOURSELF AS A NOVICE FOR THE FIRST YEAR. HUMAN DEVELOPMENT CIRCLE SESSIONS ARE CHALLENGING. THEY REQUIRE ENERGY AND PRACTICE, BUT LIKE ALMOST EVERYTHING THAT TAKES HARD WORK, THEY BRING GREAT REWARDS.

PREPARING FOR THE CIRCLE SESSION

Group Size, Circle Arrangements, Orientation

In the preschool and kindergarten it was found that about ten to twelve children seated around in a circle with the teacher, made the ideal group in terms of having enough interaction and also keeping everybody interested while they lived through the somewhat less exciting times of listening until a child got his turn to talk. Almost all teachers asked us the same question, "What shall we do with the rest of our children?" and "Does this mean that by dividing our class into thirds, that only one-third can have the program each day?" Originally, we dealt with these very practical issues from a purist stance. No compromises. No more than 12 to 14 children at a time.

It then, of course, came as a surprise to find that many first, second and third graders could and would sit in two concentric rings, with one-third of the class in the central ring with the teacher, and the other two-thirds in an outer ring. Initially, the children in the outer ring observed, but their enthusiasm so often became irrepressible, that we finally realized our purism was based on prejudicial experience from the four and five year olds. The children came on so strongly, that our hang-up was simply demolished. Still, there were problems with this arrangement and probably will be for some time to come. In every class, there are essentially three groups of children, and the size of each group varies from class to class. The first group consists of those eager-beaver children who are always in front of your nose, either eager to participate or disrupt. They are the active ones. Then there is the middle, basically conforming group. As in anything else, they usually present little problem. Then there is a third group which is composed of the shy and withdrawn children.

The problems are always the same. The active ones need constantly to be held in abeyance while others get a turn. The shy ones need repeated encouragement to participate. These children really need the attention of the teacher the most, because they are prone to be ignored. The teacher is only human and is drawn to the squeaky wheels.

These seemingly inescapable problems notwithstanding, it has turned out that it is best to work with the entire class in concentric rings at the same time, when we work with six through ten year olds (see diagrams, pages xviii and xix). One reason that it is better to work with the entire class of older children is because most groups can do it. Since this is so, why split them up? The convenience for the teacher is an obvious benefit, but this is not the main reason. The first reason given is the most important. They can do it and become very much involved, even when the group is as large as 35. Another reason for doing it with the whole class at the same time has to do with the leadership training opportunity that we unexpectedly came upon. This will be discussed more fully later. Still another reason is that the children get to know more people as people, and this broadens their understanding of human nature on a direct experience level.

The program at Level III in the first semester consists of six units. Each unit is three weeks in duration. The first three units which together last for nine weeks are an orientation to the program. Basically this is a review of parts of the Activity Guides levels A, B and I. These are fundamental activities designed to establish the program for the remainder of the school year. (See page 1.) It

is recommended that at the outset, this material be presented in the traditional manner of the teacher as leader to a group of from eight to fourteen children alternating groups each day without an outer ring of child observers. The teacher should then steadily work toward the arrangement of two concentric rings of children (the inner ring as participants and the outer ring observers) with a child leading the activity.* This recommended plan is delineated as follows:

First three-week unit: (Semester One)

Work with one-third of the class only and make the best kind of arrangement possible for the remainder, such as an assignment at their seats, physical education activity outdoors with another adult such as an aide, or the assignment to listen to the circle session from their seats, whatever is most feasible. Sometimes team teaching approaches are possible for some teachers. On the next day, work with a different third of the class and so on. Some of the activities have to either be sacrificed or condensed. See the diagram of Stage one, page xviii.

Second three-week unit:

Work with one-third of the class, and have several better controlled children sit as observers or participants in an outer ring, according to their readiness. The next day work with another third of the children and the next day the last third of the class, following the basic idea of having only better controlled children in the outer ring. The more that these children can participate in a controlled fashion, the better. Some teachers place an empty chair in the circle so a listener may come in from the outer circle to participate if he wishes to – then returning to his seat after he has had a turn to speak. See the diagram of Stage two, page xviii.

Third three-week unit:

Each day, work with a different group of one-third of the children in the central ring. All of the rest of the class, except for those who are the most poorly controlled, sit in the outer ring as soon as they can do so in a controlled fashion. Work out some feasible arrangement for those few children who are poorly controlled, but it should be made clear to them that they are wanted and will be included as soon as they can demonstrate sufficient control. In these cases, an aide or volunteer assistant, such as a child from an upper grade level, can work with these children. See the diagram of Stage three, page xviii.

Continued–

*One successful variation of this procedure is to allow the children in the outer ring to verbally participate instead of being restricted to the role of observers. This occurs in those classes where a large number of children have developed good self-control. When this procedure is followed, thirty minutes is allowed for the session.

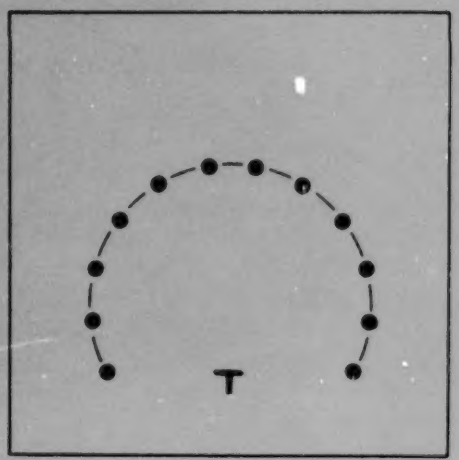
Remainder of School Year:

One-third of the class are in the central ring and all of the rest of the children are in the outer ring. The next day a different third are in the center, and the following day the last third have the center. At the close of the session, ask the children in the outer rings about what the children in the circle said, thereby placing in them the responsibility to listen carefully. See the diagrams of Stage four and alternates, pages xviii and xix.

At this time begin bringing in children to serve in the role of leader-trainee. See pages 62 to 65 for a complete description of the child-leader concept.

REMEMBER THAT THE ABOVE OUTLINE IS ONLY A RECOMMENDATION. GROUPS OF CHILDREN AND TEACHERS DIFFER WIDELY. USE THE OUTLINE TO GUIDE YOUR PROGRESS. DON'T FORCE THE CLASS INTO A STAGE FOR WHICH IT IS NOT READY OR HOLD IT BACK WHEN IT APPEARS TO BE READY FOR ADVANCEMENT.

Four-Stage Sequence of Group Size and
Physical Arrangements at Level III (Third Grade)



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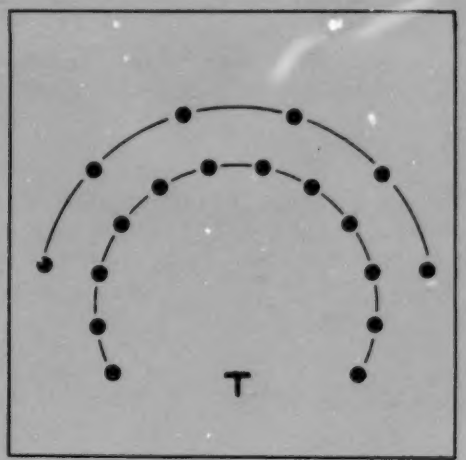
Stage 1
First Three Weeks



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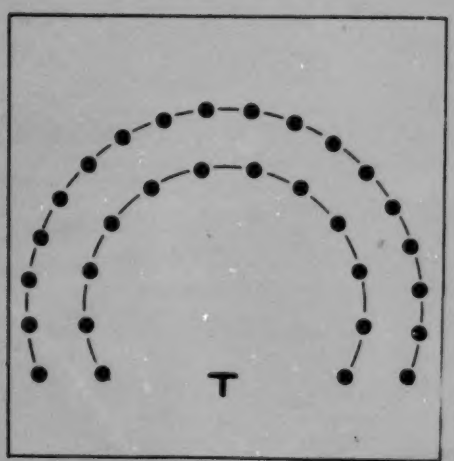
Stage 2
Second Three Weeks



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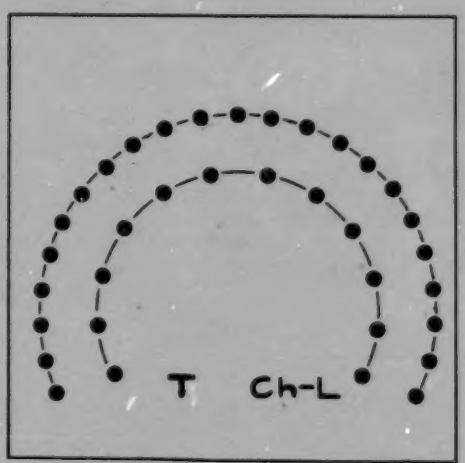
Stage 3
Third Three Weeks



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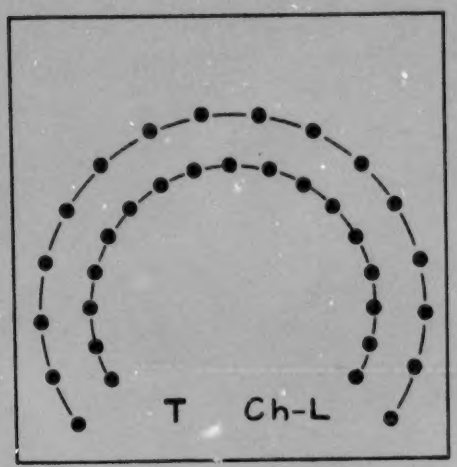
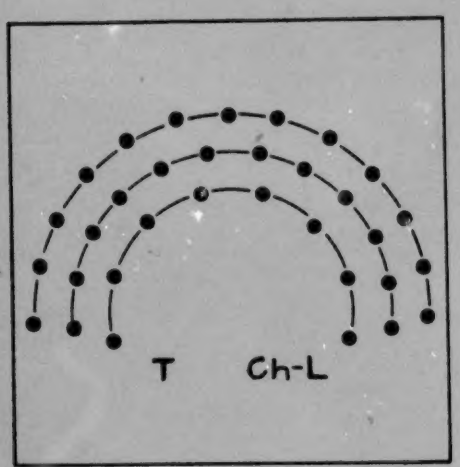
Stage 4
Remainder of School Year
(Beginning Unit 4, 10th Week)

T — Teacher Ch-L — Child-Leader

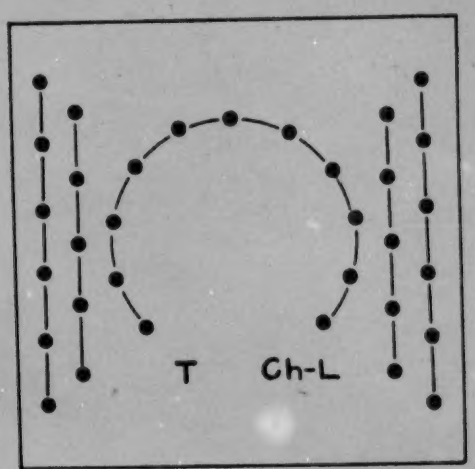
Suggested Group Size and Physical Arrangements – Level III (continued)



Stage 4
(as pictured on previous page)



Alternate



Alternate

Stage 4 is ideal, but these alternate arrangements have proven adequate if seating arrangements impose some limitation. It may be preferable that the children in the central areas be seated on the floor, with the children in the outer areas seated in chairs for maximum mutual visibility.

T – Teacher Ch-L – Child-Leader

ACTIVITY GUIDE

LEVEL III – Part I

First Semester:

First Nine Weeks – Basic Orientation Activities:

Unit 1 – Three Weeks on Awareness

Unit 2 – Three Weeks on Mastery

Unit 3 – Three Weeks on Social Interaction

Second Nine Weeks – Beginning Experience in Children's Choice and Child Leadership:

Unit 4 – Three Weeks on Awareness

Unit 5 – Three Weeks on Mastery

Unit 6 – Three Weeks on Social Interaction

THE FIRST NINE WEEKS

Level III

Units 1, 2, and 3, comprising the first nine weeks of the school year, have been designed as an introductory phase to the program. This orientation period includes three weeks with each of the principal growth areas of the program: Awareness, Mastery and Social Interaction. The activities within each three-week unit cover aspects of the total program dealing with both positive and negative topics. They are fundamental activities which progressively build in a sequential and cumulative manner to orient and provide an initial overview of the program to the teacher and children.

If the situation is ideal or close to ideal, the class will be working toward establishing the physical arrangement of two concentric rings of children, pictured in the diagrams on pages xviii and xvix. (Pages xv to xvii describe the recommended group size and physical arrangements for Level III.) The class will be ready to begin the children's choice and child leadership training experiences provided for in Unit 4, which is begun in the tenth week, and which progresses through the school year. (Pages 62 to 65 describe the child leadership plan.)

LEVEL III

Overview for the Semester

First Semester

Unit 1 – **Three Weeks on Awareness**

Week 1 – Good Feelings and Bad Feelings
Week 2 – Pleasant and Unpleasant Thoughts
Week 3 – Positive and Negative Behavior

Unit 2 – **Three Weeks on Mastery**

Week 4 – "My Powers to Be and Do"
Week 5 – "How I Got What I Needed"
Week 6 – "How I Got Into Trouble"

Unit 3 – **Three Weeks on Social Interaction**

Week 7 – Getting and Giving Approval
Week 8 – Getting and Giving Disapproval
Week 9 – Getting Attention

Unit 4 – **Three Weeks on Awareness**

Week 10 – Exposure to Awareness Activities
Weeks 11 & 12 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 5 – **Three Weeks on Mastery**

Week 13 – Exposure to Mastery Activities
Weeks 14 & 15 – Experience in Mastery Through Children's Choice and Child Leadership

Unit 6 – **Three Weeks on Social Interaction**

Week 16 – Exposure to Social Interaction Activities
Week 17 & 18 – Experience with Social Interaction Through Children's Choice and Child Leadership

LEVEL III

AWARENESS

Three-Week Unit on Feelings, Thoughts, and Behavior

First Semester (Weeks 1 – 3)

Unit 1

Week 1 – Good Feelings and Bad Feelings

Week 2 – Pleasant and Unpleasant Thoughts

Week 3 – Positive and Negative Behavior

Unit 1 Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 1 Pleasant Feelings and Unpleasant Feelings

Monday:	Having Good Feelings
Tuesday:	Having Good Feelings (cont'd)
Wednesday:	Having Good Feelings and Bad Feelings, Too
Thursday:	Something That Made Me Feel Bad
Friday:	I Felt Good and Bad About Something

Week 1 – Pleasant Feelings and Unpleasant Feelings

Monday – Having Good Feelings

Discuss with the children how everyone has good feelings and bad feelings. These are two of the feelings we have. Today we are going to tell about good feelings that we have, about something that gives us a good feeling.

To get the ball rolling, you may wish to go first.

Tell the children something that makes you feel good and tell what it is about the thing that makes you feel good; e.g., that is useful, it looks or feels nice, or is fun to do something with.

The main emphasis today is upon having the children observe how a circle session works. They also have a chance to practice their listening abilities while one child at a time expresses in words how something gives him a good feeling.

While in the early sessions emphasis is on learning the procedure and giving attention, gradually the emphasis should be shifted more to the emotional experience, itself.

Ask open-ended questions. Try to have each child tell as much as he cares to about something that makes him feel good, without allowing any child to monopolize the time and without forcing any child to speak up if he is not ready. Reticent ones will probably all talk extensively in due time. Do not become impatient if silences occur. The children need time to think and to gather courage.

Show acceptance for what he says when it is his turn. Be sure to model good listening behavior and show appreciation for good listening. Ask children to repeat what others have said. Do this yourself.

At the end of the session, ask the children what they learned. Through discussion, help them to see how the circle has many benefits for them, such as learning more about their own feelings, the feelings of others, about talking, and about learning to listen and pay attention to the feelings of others.

Evaluate together the manner in which the session proceeded.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Tuesday – Having Good Feelings (cont'd)

The activity is the same as yesterday. Today the children are more experienced with the general procedure and rules. More of the emphasis can now be placed upon their descriptions and explanations about how they feel good.

After each child describes his good feeling, let him and the group know that you understood him by commenting in an accepting manner about what he said. Invite other children to do the same. Show your appreciation to the child for "telling us and letting us get to know you better."

Try to get every child to express himself, but be patient with those who are reticent to speak or who have difficulty in expressing themselves in words.

After all who are going to express themselves do, discuss with the children how some of them are made to feel good about the same thing, but some other children are made to feel good by different things. Through discussion, help them to see that people are all alike in some ways, yet different in some ways, too.

To summarize further, ask the children, "Why do you think it is helpful to us to talk about our feelings?" Help them to understand cognitively the reasons for having a circle session.

As a group, evaluate the way the session proceeded with respect to conduct and attentive listening. Ask the children to suggest ways they might improve.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Wednesday – Having Nice Feelings and Bad Feelings, Too

If you feel that the children are growing in their ability and willingness to listen carefully to what the other children have to say, be sure to tell them. Make any other positive comments that you feel, also.

Review briefly with them that we have been talking about our good feelings, how things can and do make us feel good.

Introduce the idea that besides good feelings, we all have bad feelings too, and there can be many different kinds of bad feelings. We can be afraid, angry, feel helpless, alone, or unable to do something well. If we cut ourselves, that hurts, and that's a bad feeling too.

Be ready to go first, demonstrating to the children that you had a bad feeling and that you are willing and able to talk about it. Gently ask them to "remember" something that gave them some kind of a bad feeling. Have each child, taking turns, tell as much as he wishes about what made him feel bad and what kind of a bad feeling it was (helping him to label it "scared" or "mad" or "pain", etc.). Assure him that it is O.K. to tell about a bad feeling in the circle.

Expect several of the children to have difficulty "remembering" something that made them feel bad. Don't press these children to tell of a bad feeling. Rather say to them individually, and to the circle, that everybody has bad feelings almost every day, but that it is sometimes harder to remember those happenings and also harder for some of us to tell about them. But as we can, we learn how to put things into words better. Then we will find it easy to tell about most of the bad feelings.

In the summary discussion, help the children to realize that we all at times have bad feelings and that in a circle session we learn that we are not the only ones.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Thursday – Something That Made Me Feel Bad

Review with the children what they have been doing in the circle, and mention to them specific progress you feel they have made in conduct or understanding the purpose of the activities.

Tell the children that today we are going to tell again about something that made us feel bad, either a little or a lot, but something that gave us a bad feeling.

Again, be ready to go first if necessary. Give a recent personal example and tell about several different aspects of the event in terms of when it was, where it was, what happened, how it made you feel bad, and what the name of the bad feeling is.

Then, without pressuring or allowing him to monopolize the time, try to get every child to tell as much as he can about an experience that gave him a bad feeling.

Through discussion at the end of the activity, help the children to see that they are learning some very useful lessons about their own feelings, about other people's feelings, about talking, and about listening and paying attention to other people.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Friday – I Felt Good and Bad About Something

Review with the children what they have been doing, and how well they are learning to express themselves.

Today we are going to do something that is perhaps a little hard, but very important. We are going to think real hard and tell about one thing that happened to us that made us feel good in one way, but still it made us feel bad too, in another way.

You will probably need to go first. Give the children a personal illustration of something that happened to you recently that made you feel good in one way, and yet bad in another way. Tell only enough so that they understand the assignment, but do not allow them to become engrossed in your dilemma. They will learn best by expressing themselves.

Try to get each child to tell about his mixed feelings of pleasantness and unpleasantness, in relation to some actual recent event he experienced.

Show your appreciation to the children for their contributions and attentive listening.

In the summary discussion, note together that there are many events in life in which we can and do feel both ways, good and bad. Briefly evaluate the session with the children as participants in the evaluation at the end of the session.

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday:	Having Nice Thoughts
Tuesday:	Having Nice Thoughts (cont'd)
Wednesday:	Having A Nice Thought And A Bad Thought
Thursday:	A Very Bad Thought That I Have
Friday:	I Had A Nice Thought And A Bad Thought About Something

Before you begin this week, it is recommended that you re-read *Leading the Circle Session*, pages xi to xiii.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday – Having Nice Thoughts

Discuss with the children that we all have two main kinds of thoughts, pleasant thoughts and unpleasant thoughts.

It is not always easy to tell the difference between a feeling and a thought. A feeling has to do with a sensation, like tasting something that feels good. You feel it with your tongue. It might be ice cream, and tastes good or feels good. But if you have an idea about ice cream, you can't feel or taste that; you can only think about it, and that is called a thought. It is a nice thought, but it is not a feeling.

Show the children a box that you have with something inside that you consider to be nice or pleasant in some way to practically everybody, and tell them that each will have a chance to tell his thought about a nice thing he thinks might be inside.

Give every child a turn to speak. Ask each child to tell what kind of feeling his thought gives him. Show the child that you understand and accept what his feeling is.

Through discussion help the children to see that people's thoughts and feelings about nice things are similar in some ways and different in other ways.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Tuesday – Having Nice Thoughts (cont'd)

Review with the children what the activity was yesterday, going slowly over each point, encouraging the children to tell in their own words, as much as possible, what the different points were.

Since there was so much covered yesterday, today's emphasis is upon consolidation.

After the review, invite the children to guess again about a different item that you have placed in the box, and that they have, of course, not seen.

Again, keep the emphasis on the "nice thought" rather than on the guessing aspect.

After each child tells his nice thought, encourage that child to tell as much as he can about the feeling his thought gives him.

After everyone who wishes to participate has had a chance, review carefully as a group what each child said. Discuss in an accepting way how we sometimes think and feel the same and sometimes differently from each other.

Through discussion, identify as a group the things about the circle that are interesting and helpful to us.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Wednesday – Having A Nice Thought And A Bad Thought

After a brief review of Monday's and Tuesday's sessions, discuss how last week we learned about good feelings and bad feelings, and that all people have both kinds of feelings. In some ways our feelings are alike, and in some ways they are different.

Thoughts are like feelings. All people have them. We all have nice thoughts, and we all have bad thoughts, too.

Today we are going to guess what nice thing it might be and tell how it makes us feel; and then guess what bad thing it might be and tell how it makes us feel. Encourage the children to tell about the feeling these thoughts give them.

When all have had a turn, review with the children how, just as with feelings, we can have thoughts that are the same as other people and that we also have thoughts that are different from other people's thoughts.

Further guide their discussion around the idea that whether something is thought of as being a good thing or a bad thing has a great deal to do with the person who thinks it, because sometimes what is a nice thought for one person would be a bad thought to another person. Everybody is a little different from everybody else.

As time permits, briefly evaluate the activity as a group.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Thursday – A Very Bad Thought That I Have

Briefly review with the children the activities about nice thoughts and bad thoughts.

Guide today's activity by beginning to discuss with the children how it is normal to have bad thoughts, just as it is natural to have bad feelings. Some people do not understand the difference between having a thought about doing something that is bad and actually doing that thing. It might be bad to do it, but it is very hard for a thought to harm someone.

Gently encourage each child to tell about a time when he had a thought about doing something bad but did not do the bad thing. Ask him how he felt then and how he feels now.

Help them to see that if they can understand the difference between thinking something and doing it, then they do not have to be afraid of even their worst thoughts.

Be sure that you take your turn, going first if necessary.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Friday – I Had a Nice Thought And A Bad Thought About Something

Briefly review with the children this week's activity on nice thoughts and bad thoughts, emphasizing that both kinds of thoughts are natural and normal, and that all people have both good thoughts and bad thoughts.

Guide the discussion to bring out the idea that some people do not know the difference between thinking and acting. They think that because they have bad thoughts, they are bad people. These people try to hide their bad thoughts, and because they hide them, they become even more convinced that they are "different" in a bad way from other people.

Today we are going to talk about situations in which there is a nice thought and also a bad thought. Give the children some personal experience, such as a visit to the dentist, where the nice thought is that the pain will be stopped or the tooth saved, but the bad thought is not knowing what may happen, or that there might be even more pain for a little while.

Help them to see that most things that happen in life have some good part and some bad part, too.

Encourage them to show you that they understand this point by giving each a turn to tell of some situation, what the good thing was (or will be) and what the bad thing was (or will be). Ask them to tell about their feelings about these thoughts.

When all have had a turn, discuss with the children their growing understanding and ability to express themselves in words.

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 3 – Positive Behavior and Negative Behavior

Monday:	Positive Behavior
Tuesday:	Negative Behavior
Wednesday:	Positive Behavior
Thursday:	Negative Behavior
Friday:	Positive and Negative Aspects of Given Behaviors

Before beginning this week, it is recommended that you re-read *Leading the Circle Session*, pages xi to xiii.

Week 3 – Positive Behavior and Negative Behavior

Monday – Positive Behavior

Discuss with the children how there are two kinds of things that people can do. They can do things someone considers to be a good thing, and this is called "doing something that is nice." Or, they can do something that somebody considers to be a "bad" thing, and this is called "doing something that is bad."

Guide the discussion toward the idea that something is either good or bad because that is the way someone thinks or feels about it. That is their opinion. As an example, tell them about two boys playing checkers. The first boy wins, and he considers that to be a "good" thing. But the second boy loses, so he considers the game to have been a "bad" thing.

Tell the children something that you did that you consider to be a "good" thing, and then tell them your reason for thinking it was good. Tell how it makes you feel.

As soon as the children understand, ask them each to tell of some event or action that they were involved in which they considered "good." Ask open-ended questions such as, "Could you tell us more about that . . .?" to elicit descriptive and unlimited expressions from the child.

As soon as each child tells his event have him give some reason why he considered it to be a "good action." Ask him to tell how it makes him feel. Accept what he says.

Be sure to show appreciation for good listening. Reflect to the children what you heard them say. Ask other children to do the same.

At the end of the session, ask the children what they learned. Through discussion, help them to see that the circle activities provide a chance to learn more about other people, and themselves too.

Week 3 – Positive Behavior and Negative Behavior

Tuesday – Negative Behavior

Review with the children how yesterday each had a chance to tell about something that happened to him, or that he did, that he considered to be a good thing. Especially remind them how they gave their reason why they felt it was a good thing or good behavior and how they felt about it.

Today we are going to talk about something that happens that someone considers to be bad, like the boy who lost at the checker game.

Tell the children something that you did, or that happened to you, that was bad as far as you are concerned, because it made you feel bad in some way.

Give each child the chance to tell about some personal event that was bad as far as he is concerned. As soon as the child tells what happened, ask him to tell his reason why he feels that this was a "bad" thing. Do not grow impatient if silences occur. The children need time to think. If necessary repeat the task again.

Help the children to recognize that:

1) Whether a piece of behavior is "good" or "bad" is often a matter of opinion, which can differ from one person to another.

2) "Bad" behavior is almost always thought of as being bad because it caused someone some kind of a bad feeling.

Week 3 – Positive Behavior and Negative Behavior

Wednesday – Positive Behavior

Ask the children to briefly review what we have been talking about so far this week.

Today we are going to do the same thing, but this time each child will tell about two or three different people (including himself) who were present at the time of an event he describes and thought it was a "good" thing to happen.

After each child tells about his incident and who the people were that thought it was a "good" thing, then have him tell as much as he is able about why each person felt it was a good thing. Ask him how he felt about it – then and now.

Briefly summarize the session together. Ask the children to show how they know whether something is "good" or "bad" is a matter of personal opinion.

Week 3 – Positive Behavior and Negative Behavior

Thursday – Negative Behavior

Remind the children that on Tuesday we talked about something happening that we thought was a "bad" thing.

Today we are going to talk about another "bad" thing that happened, or that we did, but this time we want it to be something that two or three people who were there felt was a "bad" thing. Ask each child to tell how he knows how they felt. Ask him how he felt – then and now.

Give only as much encouragement as is necessary. Gently encourage every child to take a turn and be sure to show appreciation to the children who speak and who listen attentively.

Week 3 – Positive Behavior and Negative Behavior

Friday – Positive and Negative Aspects of Given Behaviors

This week we have been talking about good and bad things that happen or that we make happen.

Guide the discussion to center around the concept that something that happens is either "good" or "bad" because of the good or bad feelings that were produced in someone. The same checker game can produce a good feeling in the winner and a bad feeling in the loser at the same time.

Sometimes when something happens to us or when we make something happen, it can produce mixed feelings in us, make us feel good in one way but at the same time bad in another way.

Give the children a recent personal example, going into just enough detail so that you are sure that everyone sees the point. Be sure to describe your own good and bad feelings.

Then give each child a turn to tell about the thing that happened or that he did that gave him both good feelings and bad feelings. Encourage each child to tell as much as he can about the event that is relevant to today's activity. Ask him to describe how he feels about it.

Show your appreciation to each child immediately after his turn for taking on a difficult challenge and responding so well.

MASTERY

Three-Week Unit on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

First Semester (Weeks 4 – 6)

Unit 2

Week 4 – "My Powers To Be and Do"

Week 5 – "How I Got What I Needed"

Week 6 – "How I Got Into Trouble"

Unit 2 **Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness**

Week 4 **"My Powers To Be and Do"**

Monday:	Energy Is The Ability To Work
Tuesday:	Self-Control Is The Power To Not Do Something That You Can Do
Wednesday:	Having Many Kinds Of Self-Control
Thursday:	Protection Against Harm By Doing Something
Friday:	Protection Against Harm By Not Doing Something

Week 4 – "My Powers To Be And Do"

Monday – Energy Is The Ability To Work

Introduce the idea to the children that there is something that we all have and it is called energy. Energy is power or the ability to work, to do things.

Tell the children that you have power, that you can do many things. You can walk and talk and get dressed and read and write and you can do just hundreds of other things.

Ask each child if he would like to tell us one or two things that he can do, especially those things that he feels sure that he can do, those things that he feels most confident about.

Listen neutrally. Ask for the child to describe his feelings about his ability and how proud he must feel to know that he has these powers. Use the words "you can" for what he said he could do.

At the end of the session, review as a group what each child said. Evaluate the manner in which the session proceeded.

Week 4 – "My Powers To Be And Do"

Tuesday – Self-Control Is The Power Not To Do Something That You Can Do

As an example, discuss with the children how the ability to talk is a power, but we also have the ability to keep ourself from talking. This is an example of having the power to do something, but not doing it, even though we feel like doing it. This is called *self-control.* And this is one of the most important powers that people can have.

Give as many personal examples as necessary to help the children understand well enough, so that each can give an example of his own.

Ask each child to tell one thing that he has felt like doing, but did not do, because he used his self-control, his power not to do something that he wanted to do. Part of tomorrow's activity will be to tell what stopped him from doing what he felt like doing.

Praise his contribution using the words, "*you can* use self-control". Ask him how it makes him feel.

Summarize and evaluate the session as a group.

Week 4 – "My Powers To Be And Do"

Wednesday – Having Many Kinds Of Self-Control

Discuss with the children how yesterday we mentioned one thing that we had the power to do, and wanted to do, but instead of doing it we did not do it; we used self-control.

First tell what stopped you from doing the thing you felt like doing that you described yesterday. Now ask the children to give the reason that they used self-control instead of doing the thing they felt like doing.

Ask each child to tell as much as he can about how he thought it might be better not to do it, rather than to do it. Also ask him to tell about how he feels now about his reason for showing self-control.

Then ask each child to tell more things that he wanted to do, but thought it would be better not to do. As he does so, help him to see that he was using his power of self-control. Ask him how it makes him feel to know he used self-control. Identify with the children the different kinds of self-control that are described.

As a group, summarize and evaluate the activity.

Week 4 – "My Powers To Be And Do"

Thursday – Protection Against Harm By Doing Something

Discuss with the children how we all have many abilities, things we can do. In using our abilities,we can protect ourselves, another person, or an animal against harm. For example, when we see to it that our pet cat or dog gets fed, we are protecting that animal against the harm of hunger or dying of starvation.

Ask each child if he can give an example of something he was able to do and did,so that he or another person, or animal was protected from suffering some kind of harm. Ask him how he feels about his action.

Be sure to listen to the feelings behind the children's remarks. Provide opportunities for the children to show how well they listened to each other by reviewing together what each person said.

Summarize and evaluate the activity as a group.

Week 4 – "My Powers To Be And Do"

Friday – Protection Against Harm By NOT Doing Something

Review briefly with the children what we have been talking about this week. In the first place, we all have energy which is the ability to work, or to do things. And we are proud of the things we can do because we like to be able to do things. It gives us a good feeling and it makes other people proud of us. We also have the ability *not* to do something that we might want to do. This is a power also. We call it self-control.

Yesterday we talked about using our powers to protect ourselves or another person or animal from harm – our powers to do. Today we want to talk about using our self-control – our powers not to do – as a way of protecting ourselves or another person or animal against harm.

Give a personal example of your own. Then give each child a turn, helping him to explain how the *not* acting protected him or some other person or animal from harm. Ask each child to tell how he feels about having used his self-control.

Review what each child said at the end of the session and summarize together to the effect that very often we all have a choice whether or not to use our self-control.

Unit 2 **Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness**

Week 5 **"How I Got What I Needed"**

Monday:	I Was Able To Get What I Needed
Tuesday:	I Couldn't Get What I Needed
Wednesday:	I Was Able To Get What I Needed
Thursday:	I Couldn't Get What I Needed
Friday:	How I Got What I Needed

Week 5 – "How I Got What I Needed"

Monday – I Was Able To Get What I Needed

To be able to get your needs met is the same thing as being effective.

Our purpose today is to first allow each child to remind himself and the others that he can get some need met. This tends to foster a positive self-concept. Another major purpose is to allow the children to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first if the children appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other children. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself and periodically ask the children to summarize how some child effectively got some particularly universal need met. In this way the real lesson has eminated from the child rather than from you. By being exposed to constructive solutions to problems, each child should learn some ways to function more effectively.

Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each child reports about how he experienced himself as effective and also on finding out how other children became effective.

Evaluate as a group the manner in which the session proceeded.

Week 5 – "How I Got What I Needed"

Tuesday – I Couldn't Get What I Needed

The basic purpose of this lesson is to open the door in the children's thinking to the idea that they themselves and other children can come up with helpful suggestions.

Expect that many of the suggestions will be silly or inadequate. The children have had very little experience in being allowed to serve as problem solvers. Nevertheless, the children should be encouraged to try and should be thanked for making some suggestion, even though it has no value in your opinion.

Ask the children to each tell about a time when they couldn't get what they needed. After the problem is stated, ask the group if anyone has a suggestion for the person who had the problem. As each suggestions is made, the child who has presented the problem is asked if the helpful suggestion is one that fits and he will be able to use. If he says "No," then drop it, and go to the next suggestion. But if the child hears a suggestion that sounds good and he wants to try it, then start a new round with another child's problem.

Ask the children to tell how it feels to give and receive helpful ideas. Focus on their feelings.

Part of being effective is being willing and able to give and to listen to helpful suggestions. Guide the children toward expression of these concepts.

Week 5 – "How I Got What I Needed"

Wednesday – I Was Able To Get What I Needed

See Monday. The activity is the same. This time, however, the children should be able to express themselves more adequately and more completely because of the practice they have had the past two days.

As usual, review as a group what each child said, focusing on his feelings. Summarize the activity, concentrating on the good feelings that come from experiencing yourself as being effective and from finding out how others become effective.

Week 5 – "How I Got What I Needed"

Thursday – I Couldn't Get What I Needed

This is a repeat of Tuesday. The emphasis is on having the opportunity to give and to listen to helpful suggestions from the other children.

Thus the children are allowed to teach each other. How it pays to listen is also emphasized. To the extent that the helpful suggestions are appropriate and the children can apply them, they will become more effective.

After a review of what each child has said, summarize together how it is good to have a chance to learn how to give and how to receive helpful suggestions.

Week 5 – "How I Got What I Needed"

Friday – How I Got What I Needed

As the children are now fairly well versed in how to talk about getting needs met, they should be encouraged to go into more elaborate descriptions of important needs they wanted met and how they went about accomplishing this.

Encourage full cross-comments among the children, in terms of whether that is what they would have done or if they would have had a different way to solve the problem.

Invite the group to review what each child said, focusing on his feelings. Then summarize what has been accomplished throughout the week, bringing out the basic ideas that we can all experience ourselves as being effective and as having limitations too. We can help each other if we are willing to listen and try to understand. Concentrate on how it is helpful to us to have learned these important things.

Unit 2 – Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

Week 6 – "How I Got Into Trouble"

Monday:	I Didn't Know I'd Get Into Trouble
Tuesday:	I Knew I'd Get Into Trouble If I Did It
Wednesday:	There Was No Way To Avoid Trouble
Thursday:	Somebody Got Me Into Trouble
Friday:	The Worst Trouble I've Been In

Week 6 – "How I Got Into Trouble"

Monday – I Didn't Know I'd Get Into Trouble

All children of this age get into trouble on the basis of just plain inexperience.

The major purpose of this activity is to help the children to become more effective by learning how to get their needs met without getting into trouble.

Another purpose is to help the children to realize that they are not necessarily bad just because they got into trouble. At the same time, it can be pointed out to them that they are going to have a chance to help each other to avoid trouble by letting everybody know what kinds of things can happen. They can learn to avoid a lot of trouble just by listening carefully.

Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. This is common, probably because children of this age are usually not dealt with severely and they do love a little adventure.

Ask them to tell how they felt at the time of the incident – and now.

Be sure that every child has a turn and that you take your turn too. The children will be delighted to hear how you got into trouble too, in some way – now, or as a child.

Invite the children to review what each child reported, focusing on the feelings he had. Ask them to summarize the activity around the points mentioned above.

Evaluate together the manner in which the group proceeded.

Week 6 – "How I Got Into Trouble"

Tuesday – I Knew I'd Get Into Trouble If I Did It

This is a different kind of trouble, resulting from factors other than inexperience. It is a very common problem.

Even though we know we are going to get into trouble, we sometimes go ahead anyway. But there usually is a "special" reason.

Encourage each child to explain how he proceeded to get into trouble even though he knew it would happen, taking your turn first if need be.

As each problem situation is presented, invite the children to come up with helpful suggestions for each other so they can deal with the problem in a better way when it comes up again.

Try to be sure that every child gets a turn. If time is a limitation, the emphasis should be placed on the problem-solving aspect. Focus on the feelings that accompany helping each other solve problems.

Summarize to the effect that we always feel that we have a good reason to do what we do, but that someone else may not feel that it is such a good reason.

Week 6 – "How I Got Into Trouble"

Wednesday – There Was No Way To Avoid Trouble

This is a minor variation of the cue that was given yesterday. The purpose is to increase the children's repertoire of coping skills, so that they can learn how to make a better adjustment.

This is accomplished much in the same vein as yesterday, by having the children each tell of an episode, and as soon as each child is finished, the other children are invited to supply them with new ideas that might help the next time.

In addition to the helpfulness aspect and its accompanying feelings, the matter of how important it is to listen may be focused upon, reminding the children how they might learn something of value to them, even while a suggestion is being made for another child.

The summary should be made in keeping with the kind of helpful ideas that come up generally, and why it is good for us to share together in this way.

Evaluate as a group the manner in which the group proceeded.

Week 6 – "How I Got Into Trouble"

Thursday – Somebody Got Me Into Trouble

The main purpose today is to help the children to recognize more clearly the measure of responsibility that they may have had in causing the trouble that, as they see it, someone else caused.

Whichever way the trouble arose, helpful suggestions should be elicited as usual.

If it seems that the child has ignored his role in causing the trouble, the other children should be invited to help him to see how he might have had something to do with causing the trouble. For example, a child may feel that he got into trouble because some child told him to do something. But, another child may point out to him that *he did not have to* do the thing. That was *his* part in it.

It is especially important that you be willing to go first today – allowing the children to point out alternatives to you. The benefits are that the children will either get some helpful suggestions or else their tendency to deny their responsibility and to project it onto someone else will be reduced.

You will need to guide this activity very closely, allowing no child to become derogatory or critical of another. Rather, place the emphasis on how we can sometimes help by pointing out things to each other that we can see that the other person can't see.

As a summary, invite each child to tell his personal meaning of today's activity.

Week 6 – "How I Got Into Trouble"

Friday – The Worst Trouble I've Been In

The children have now had several days to learn to feel comfortable and to use the language relating to trouble. Today, opportunity is provided for each child to talk about something which may be troubling him.

By this time the children are very aware of the accepting atmosphere and the procedure of making helpful suggestions.

As time permits, try to be sure that every child who wishes to has a turn. Focus on his feelings rather than the content of his story.

As a summary, encourage the children to discuss the broader meaning of today's activity.

LEVEL III

SOCIAL INTERACTION

Three-Week Unit on Understanding How People Affect Each Other

First Semester (Weeks 7 – 9)

Unit 3

Week 7 – Getting and Giving Approval

Week 8 – Getting and Giving Disapproval

Week 9 – Getting Attention

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 7 – Getting and Giving Approval

Monday:	I Did Something That Somebody Liked
Tuesday:	Somebody Did Something That I Liked
Wednesday:	I Did Something That Somebody Liked
Thursday:	Somebody Did Something That I Liked
Friday:	We Did Something For Each Other

Week 7 – Getting and Giving Approval

Monday – I Did Something That Somebody Liked

There are four ways that people affect each other. Tell the children you can please people or displease them, and that other people can either please or displease you.

Today we are going to tell some examples of one of these four possible ways that people can affect each other; it is the activity, "I Did Something That Somebody Liked".

The basic purpose is to provide an opportunity in which the children can learn, by stating their own personal experience and by listening to the personal experiences of others, how somebody can do something that another person likes.

It will be easiest to get the children started, if you begin by giving a personal example of how you did something that somebody liked. In finishing your story, tell how you produced good feelings in the other person. Say that when you make another person feel good, that's the same thing as doing something they like. Tell by what behavioral signs you know that they felt good.

Give every child a turn. They will tend to be more elaborate in their productions if they are asked to tell a "story" about how they did something that somebody liked.

Show appreciation to each child in your own way for his contribution, but do not tell him what "good children you are", because next week we will be talking about doing things that people did not like. We do not want to give the children at that time the idea that they are bad. There are better tools to foster considerate behavior than old-fashioned moralizing.

Be neutral, summarizing as a group the essential thought at the end of each child's story. Focus on the feelings of each child at the time of the incident he reports, and now.

After a review of what each child has said, summarize to the effect that everyone can do things that another person will like, with the children doing most of the talking. Evaluate together the manner in which the group proceeded.

Week 7 – Getting and Giving Approval

Tuesday – Somebody Did Something That I Liked

Yesterday we told how we had done something that another person liked, that made them feel good. We can all do things that other people will like, and that will make them approve of us. This is the second interpersonal equation.

Another thing that happens between people is that *they* can do something that *we* like.

Give the children a personal example, showing how somebody, possibly a child in the group, did something that pleased you, how it made you feel good, and that you are grateful or appreciative. (Do not be concerned if the children do not understand all of the terms immediately; they will in time; all we are after at this time is the general theme which they will all understand.)

Give each child a turn to tell his "story" in which somebody did something that he liked. Asking open-ended questions, encourage each child to tell his story as fully as possible. Show appreciation to him when he is finished, and ask another child to give a very brief review of the main point or do so yourself. Stress the point that it was something that he liked and ask him if he was grateful or appreciative.

When all of the children have had a turn, summarize as a group, in relation to the central and general points of today's activity.

Evaluate together the manner in which the group proceeded.

Week 7 – Getting and Giving Approval

Wednesday – I Did Something That Somebody Liked

This is the same activity as Monday.

Because of the last two days of practice, the children will probably be capable of much greater articulation today, and should thus be able to dwell more easily on the focal issues.

After everyone has had a turn, review together what each child said, giving the children the opportunity to demonstrate how well they listened.

Summarize with them, reviewing that we can all do things that another person will like, that will please him, or produce some other good feeling. When we do something that another person likes, he/she is probably grateful or appreciative.

Week 7 – Getting and Giving Approval

Thursday – Somebody Did Something That I Liked

This is a review of Tuesday's activity.

Because of the past three days of practice with the language and the concepts, there should be a deepening and broadening comprehension of the basic ideas.

Give every child a turn, reviewing, summarizing, and evaluating in the usual fashion.

Week 7 – Getting and Giving Approval

Friday – We Did Something For Each Other

The purpose of today's activity is to provide the children with a begianing notion of the reciprocity aspect of social relationships. All human relationships must be mutually beneficial in some way, or else they sooner or later fall apart.

First, give an example in which you did something that pleased someone, and that person, in turn, did something that pleased you. Then listen in the usual neutral fashion to each child's story.

As each child finishes his story, show your appreciation to him, and review briefly with him the main points. Ask him if there was appreciation from one or both people, and if so, how he knew of the appreciation. It is not vital that the child be able to answer this question. He will benefit merely from having been asked. The appreciation issue is an important one, and it is the main motivator for continued thoughtful or constructive behavior.

For summary, invite the children to comment on how many different kinds of things people do for each other, and how nice it is when they can be sure there is appreciation.

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 8 – Getting and Giving Disapproval

Monday:	Somebody Did Something That I Did Not Like
Tuesday:	I Did Something That Somebody Did Not Like
Wednesday:	The Teacher Did Something That I Did Not Like
Thursday:	I Did Something That The Teacher Did Not Like
Friday:	We Each Did Something The Other Did Not Like

Week 8 – Getting and Giving Disapproval

Monday – Somebody Did Something That I Did Not Like

This is the third of the basic interpersonal equations: Other people can produce displeasure in us.

This equation is learned by having each child tell a "story" in which someone did something that he did not like, after you tell a personal episode of your own. Focus on how the action resulted in causing bad feelings.

New facets of human functioning appear. There is a universal tendency for us to forget our share in escalating a conflict, but to remember very well the other person's injustice upon us. This mechanism is called projection or externalization of the blame.

It is very beneficial for the children to come to understand externalization in a personal and subjective way, and to see that they are very prone to use this device to preserve the *image* of good self-esteem. But this understanding will result in a more meaningful form if the person who helps the child see his own externalization is another child, rather than the adult.

For this reason, the teacher should strive fully here to serve as a leader (one who serves and guides), rather than as a teacher (imparter of information). The secret of success is to get the other children to help the child, who is presenting, search into his own behavior to find a possible triggering act for the disliked behavior of the party complained against.

Be sure to show acceptance to each child for his contribution, but do not allow a child to misuse the helping role by putting down the other child.

Culminate the activity with a thorough review, focusing on the feelings of the children rather than the content of their stories. By repeating what they heard each other say, the children have an opportunity to demonstrate how well they listened and paid attention to each other.

Summarize as a group, focusing on how we are beginning to learn that we can help each other, by pointing out how we might have had some responsibility in another person's behavior toward us.

Evaluate the manner in which the session proceeded.

Week 8 – Getting and Giving Disapproval

Tuesday – I Did Something That Somebody Did Not Like

The purpose of today's activity, which is the fourth of the interpersonal equations, is to advance the children's ability to recognize, accept and understand the inescapable reality that they can sometimes bother other people. This is usually more difficult to face than what was experienced yesterday. However, after recognizing that other people have bothered them, they should be more receptive to recognizing that they too can bother others and begin to accept more responsibility for their own actions.

Even for many six-year-olds, admitting negative behavior can still be a rather sensitive area. Our task is to reduce the fearfulness associated with the honest recognition of their less-than-perfect selves. Through the accepting, non-moralizing atmosphere, the children gain the courage to look upon themselves with a higher degree of objectivity.

Break the ice by shedding your facade of being perfect. Relate an event in which you did something that somebody did not like. It may have been accidental or intentional. You will have to choose the ground where you can feel most comfortable yet reveal some behavior which bothered someone.

As the children are given the opportunity to volunteer this kind of a story, it will sometimes be found that quite a few of them have what seems to be a bad memory. Others will appear to genuinely believe that they have never done anything that bothered another person. The most frightened ones are those who present a blank look for the longest time.

Do not use any pressure to get a child to relate such an episode. Remember, our purpose is to reduce fear of being honest with one's self, not to increase this fear or the fear of the teacher. If only a few of the children develop enough courage to tell an episode, this will be enough examples to get this universalization point (everybody bothers people) across.

The purpose is *not* to get the children to tell a negative episode. This is an important vehicle, but our purpose is to help children understand that if someone shows them disapproval, this occurred because he made the person feel bad. We are attempting to help the children to develop more courage to face themselves as they truly are. Focus on the feelings of the people involved rather than the content of the story each child tells. Let him know you appreciate his courage to tell the story.

After a thorough review of what each child said, summarize, as a group, to the effect that just because we have bothered someone does not necessarily mean that we are "bad" people. It means that we bothered someone, and now if we want to stop bothering them, we know more about how to do it.

Evaluate together the manner in which the session proceeded.

Week 8 – Getting and Giving Disapproval

Wednesday – The Teacher Did Something That I Did Not Like

Discuss with the children how it takes a lot of courage to tell a grown-up something they did that you did not like. Say that you are trying to be the kind of a grown-up who likes to know if you do something that a child does not like, because then you can try to do something about it. If you do something that one of them doesn't like and you *don't know about it*, then there is not much that you can do about it.

As the children bring up things that you have done that they do not like (they will probably be most reluctant, but some will be able to do this), be sure not to take a defensive attitude. Just listen neutrally, whether the complaint seems valid or not. Help the child to verbally focus on the feelings in him that were engendered.

The major purpose of this activity is not to set things straight. Rather, it is to increase the children's courage to express resentments toward the teacher. This is best done by allowing them to do so and to find out that nothing catastrophic happens. Instead, they are listened to acceptingly and seriously. The child also becomes more in touch with his own feelings. He learns that you find his feelings (not necessarily his reasoning) acceptable and valid.

Make sure, before the session is completed, that each child who shares knows that right now things between you and him are fine. He may be worried about your relationship after bringing up something that you did that he did not like.

Some adults believe that children should not voice disagreement or resentment toward their elders. These adults should ask themselves if they prefer for these children to *pretend* respect, through fear, or if they would like to have the children genuinely give respect because they have admiration for the adult.

Summarize by discussing how they probably thought something terrible would happen when they talked about what you had done that they did not like, but, as they can see, nothing terrible has happened. As time permits, invite comments on how these resentments might be reduced in the future.

Week 8 – Getting and Giving Disapproval

Thursday – I Did Something That The Teacher Did Not Like

Tell the children how much courage they have been showing the past two days in being able to face up to the negative. Tell them that you are proud of their being so brave, and that you have a new, tough game to play.

Tell them that you want them to know something about you. It is the way you try to help children to become less afraid. (When children become less afraid, they don't think that they have to be perfect for you.) Tell them that you know they will bother you once in a while and you will try to understand and will still like them. Tell them that you appreciate their ability to be honest about things. Discuss with them how we've been in school for some time and each one has done some things that you did not like. Some things you remember and some have been forgotten.

Begin the session by telling of something you did as a child to displease your teacher. Give each child a turn to tell of something that he did that you did not like. Listen neutrally. *The purpose is not to judge; it is to keep the door of communication open, so that there can be better understanding.*

In response, be careful not to judge, but honestly tell how the incident made you feel, where you feel things went wrong, and how they might go better next time.

If a child makes some judgmental remark, diplomatically direct his attention away from the judgmental content. Help point out the feelings which lay beneath, for which acceptance should be shown.

With each child who shares, attempt to let him know that right now things are good between you and him. He may be anxious about the relationship after talking about what he did that you did not like.

As usual, review as a group what each child said and summarize the content of the session. Emphasize that it is helpful to know how disapproval is brought about and to give and receive suggestions on how to avoid pitfalls more often in the future.

Week 8 – Getting and Giving Disapproval

Friday – We Each Did Something The Other Did Not Like

Beside the obvious lesson implied in the name of the activity, the purpose today is to promote an orientation of understanding, rather than self-justifying escalation in conflicts.

Take advantage of the time today to give any children who did not have a chance to participate yesterday or earlier in the week an opportunity to speak. By now, more may have gathered the courage to do so. It may also be useful to give attention to any important "unfinished business" that may have been begun earlier in the week related to getting and giving disapproval. Remember always to help the child speak about his feelings which relate to his story.

As usual, review together what each child said, summarize, and evaluate the session.

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 9 – Getting Attention

Monday:	How I Got Somebody To Pay Attention To Me
Tuesday:	How Somebody Got Me To Give Him/Her Attention
Wednesday:	How I Felt When I Did Not Get Attention
Thursday:	I Gave Somebody Attention Because He/She Needed It
Friday:	I Did Not Know How To Get Attention

Week 9 – Getting Attention

Monday – How I Got Somebody To Pay Attention To Me

The purpose of today's activity is to show the universality and legitimacy of the need for attention. Secondary goals are to elucidate the different ways that people get attention, and to make it clear that there is a difference between getting attention by having people mad at you as compared to getting attention without getting anyone mad at you.

Because the need for attention is so fundamental, there must be an almost unlimited number of ways to get this need met, ranging from the most elegant style to the poorest possible form. For example, you can get attention by being funny, informative, dramatic, helpful, disruptive, destructive, ineffective, and so forth. One of the most common and acceptable ways to get attention is by giving attention in the form of a greeting.

You might use such an instance as your personal example and tell how you got attention in return for the attention you gave.

For many children of this age, attention may seem at first to be a rather abstract concept, but by Friday it will be familiar to all. Therefore, do not expect them to understand fully from today's activity alone.

Give as many examples as are necessary to get the children going on this one. Try to extend their notion of attention to something broader than just greetings. Be sure to reinforce good listening.

Ask the children questions that center around the issue of whether they got attention in such a way that pleased the person or displeased the person.

After reviewing together what each child told, summarize in accordance with the general concepts that arise from the children's examples.

Evaluate as a group the manner in which the session proceeded.

Week 9 – Getting Attention

Tuesday – How Somebody Got Me To Give Him/Her Attention

The purpose of today's activity is essentially the same as yesterday's. This time, it is approached from a different vantage point.

Not only do we want and need attention from other people, but other people also need to get attention from us.

Give an example of how someone favorably got your attention, and then give another example of how someone, whom the children don't know, unfavorably got your attention.

Give each child a chance to tell a story in which someone either got their attention in a pleasant way, or in an unpleasant way.

Show your appreciation to each child for his contribution, mentioning him by name.

Review by asking the children to repeat the main point of each child's story, thereby giving them the opportunity to demonstrate how well they listened.

Summarize the general points about attention that were brought out, stressing how everyone needs attention and how it helps us to understand people better by knowing this.

Week 9 – Getting Attention

Wednesday – How I Felt When I Did Not Get Attention

One way we can get a bad feeling is when some person, from whom we wish to get attention, ignores us instead.

Give them a personal example and let them know how your feelings were hurt. Then allow each child to have a turn to tell his story about how, instead of getting attention from whom he wanted it, he was ignored. Ask him to tell how it made him feel.

Do not discuss with the children whether or not that person was being mean. In the first place, we hardly ever know what really went on, because of both selective observational tendencies and equally selective tendencies in reporting events. Such situations must, therefore, be dealt with slightly tongue-in-cheek, but at the same time given a prima facie validity, in which you believe that what the child is telling you is very probably as honest and as accurate as he can tell it.

While it would probably be best for you not to take sides or get involved in any criticism or resentment, the field is wide open for whatever remarks any of the other children may wish to make. Try to guide the discussion around the basic purpose of the activity.

After reviewing, summarize by discussing together how all of us get our feelings hurt when we feel that we are being ignored instead of getting the attention we want.

Evaluate as a group the manner in which the activity proceeded.

Week 9 – Getting Attention

Thursday – I Gave Somebody Attention Because He/She Needed It

The purpose of today's session is to put the children in touch with the charitable side of their nature, and to help them to recognize that they each have the power to meet this great and fundamental need for attention that all people have.

Most children, unless specifically reminded, rarely see the powers they have to do good things for others.

Give the children a personal example of noticing that someone needed attention. Describe fully how you went about giving it in order to make that person feel good. Tell how giving the attention made you feel.

Tell them you bet they hadn't noticed that they all have done this same thing, "But we all do and now we are going to take a little time out and remind ourselves, and each other, how we have done this kind of thing." Ask each child to tell how it made him feel to do this kind thing.

If they run into trouble remembering, encourage some of those who catch on first to arouse the memory of the others.

Try to get everyone to have a turn and review what each child said.

Finally, summarize as a group, to the effect that everyone needs attention, and every one of us has it within our power to give it.

Week 9 – Getting Attention

Friday – I Did Not Know How To Get Attention

This is a universal problem. And, as in almost all universal problems, it is good for the children to know that they are not the only ones who have it.

The major purpose of today's activity, however, is to allow the children to suggest to each other ways that they might have gotten attention where they were unsuccessful before.

Give a personal example, and see if you get one or more of the children to come up with a helpful possible solution that you could use next time. Allow every child who wishes to have a turn. Tell which suggestion sounds like one that you will be able to use next time.

Then give every child a turn. Immediately after each child presents his problem, go around and get as many different helpful suggestions as you can. When someone comes up with a suggestion that the child feels will work, let him say so. Then go on to another child to present his problem.

Summarize, as a group, the main points brought out in today's activity.

PHASES FOR TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

The age of readiness to acquire leadership skills for most children lies somewhere between their sixth and eighth birthdays. As in all aspects of readiness, if the child is presented with this challenge too early, time and energy are wasted, and the child will experience unnecessary frustration. On the other hand, if the child is not presented with the challenge at a time reasonably close to his stage of readiness, and time is allowed to pass, then his facility to easily acquire these skills gradually diminishes.

This Activity Guide provides for the children to begin to assume the responsibility of leadership, with the teacher's help, in the eleventh week.

Leadership training is best acquired in several stages. In the first stage of training the child observes you, and thus acquires the skills of leadership by observation and later by simple imitation. Secondly, the child acquires leadership capability by taking the risk of serving in the role of leader when you ask for a volunteer.

In the next stage of leadership training, the child sits along side of you and performs all of those activities that he has observed you being responsible for. You are now the leader-trainer. Lend support, encourage, and minimally guide the child as necessary. However, if a great deal of leadership training is required at any given session, then the child is experiencing failure rather than success. His leadership training should be tactfully stopped at this point and postponed temporarily to another day when he has either more experience in observing, more courage, or more readiness to try again. The good leader-trainer gives only enough guidance to keep the ball rolling in the early stage of leader-training.

As each child progresses in his acquisition of leadership skills, the good leader-trainer phases herself out of the leader-trainer role as rapidly as possible, until in the final stages, the child leader is effectively serving the needs of the group in a totally responsible way. At this point, one might say that the presence of the teacher is almost completely as a participant. She serves as a reinforcing agent for all of the constructive elements of a circle session, which is to move the children forward in the direction of becoming more aware, more self-confident, and more socially constructive.

Be sure to emphasize to the children that every child has leadership potential and that everybody can lead. All that is required is a little bit of courage and a lot of practice. Be as personal as possible when you make these remarks to the group. Try to convey to the children the feeling that you strongly believe in them. However, do not belabor this point; if anything is said too frequently, it begins to evoke doubts in the listener.

We shall assume that a child is going to be leading the present session. In this case, it would be best to allot approximately thirty minutes, and this should be broken up flexibly in your mind into three periods.

LEVEL III

Period 1 . . . 5 minutes. In this introductory period you are the exclusive leader. Tell the class who the child leader is going to be, and that he will be the one who will take the responsibility for finding out which subject the class wants to discuss that day. (See the directions for the eleventh and twelfth weeks.)

Remind the children about good listening, and say that no child can serve them well as a leader unless he has the cooperation of the rest of the class in terms of respecting these standards. At this point, remind the children that the privilege of running their own circle session comes from the degree of responsibility that they can show in being well controlled and considerate of each other.

Then exchange places with the child who is going to be the leader for the day, and sit next to that child. A rearrangement of the seating should occur so that the child leader assumes the position where you sat, and you take the position next to the child leader.

Period 2 . . . about 20 minutes. To assist the child leader, read the names of the five activities of the present unit to the group, and ask the child leader to observe the raising of their hands as they vote for a particular game to determine roughly how many want to play that game. It is usually necessary, at this early stage, for you to go over the list of five activities two or three times and allow repetitive and multiple voting until the child leader declares which activity the most people want. At this point, the leadership is turned over, rather fully, to the child. Remind him that the main purpose today is to be sure that he is fair and gives every child a turn; that preferably no child should have two turns before every child who wants one has his turn. Be sure that you have your turn too.

Again, in this early phase, expect the sessions to be rather brief, lasting only ten minutes, because the child leader, due to inexperience, is lacking in the necessary skills to encourage the children to express themselves fully.

As soon as it is apparent that the child leader has called upon every child who wishes to have a turn that day, terminate his leadership by thanking him and changing places with him.

Period 3 . . . 5 minutes. Now you are again the leader. Your first task is to seek from the children an expression of appreciation for the fact that the child leader tried, and to then ask if there are any positive remarks to be made about the way he led the group.

Then shift your focus on the content of the day's activity and away from the leadership training aspect. In this phase, review briefly the feelings expressed, and guide a discussion which summarizes the significance of the specific remarks made by the individual children during the central portion of the activity. Ask the children questions which will elicit expressions about the benefits of the session. Finally, evaluate together the manner in which the session proceeded.

Further points to consider . . .

While some children have more leadership potential than others, every child can be a leader and can do a competent job, even though he may never become an expert.

While getting attention, recognition, and experience for himself, the leader maintains as his principal motive the opening up of each and every child so that he may have the opportunity to express himself as fully and as honestly as is possible. The leader is not an indoctrinator, but rather he is a facilitator of growth inducing expressions. He is sensitive to the *feelings* of the child who is expressing himself and does not get sidetracked by the less important matter of what the child is saying, which is the *content* of his remarks.

The constructive leader reflects to a given child what his feeling state is, in regard to what he is saying at the time. He seeks to promote spontaneous interaction among the children first, however, and tries to get the other children to respond to a child who is expressing himself. If necessary, he finally falls back on his own ability to reflect that child's feelings.

The leader is patient in his listening, and never hurries a child along. He is willing to listen and does so in a neutral and tolerant fashion. The only things a good leader does not tolerate are destructive comments and acting out. The good leader evokes to a maximum extent the expression of leadership abilities on the parts of as many other members of the group as is feasible while still maintaining the focus on the basic subject of the day.

He is sensitive to the needs and readiness of the group to shift from one focal subject to another when such shifting is indicated.

The good leader is respectful at all times of all of the children and is appreciative of the opportunity to have the responsibility of being the leader. Further, he is appreciative of the constructive criticisms that are given to him toward the end of the session.

One of the hallmarks of good leadership is the dedication of the leader to provide those who are being led with a strong voice in the decision-making process. For this reason, the good leader serves the best interest of the group by helping to implement the wishes, desires, and needs of the majority, while recognizing and finding some way to serve the wishes, desires, and needs of the minority, even to the point where there may be a minority of only one. When children in the early and formative years share in the decision-making process; for example, when they choose the topic for the day, they are expressing themselves as true participants in the democratic process; they are not learning about democracy, but they are learning democracy by living in a democratic way.

The effective leader sees to it that the focal subject of the day's activities is adhered to and does not permit digressions that cannot easily soon return to the central concept.

The leader is fair and kind, but firm about encouraging good listening. He only asks enough questions of any given child to encourage that child to give maximum expression to his thoughts and feelings. A good leader does not put words into a child's mouth, nor does the

good leader make any critical comment in regard to whether or not he would react the same way, nor does he make any statement about whether he approves or disapproves of what the child has said or reported that he had done.

The good leader, whether it is teacher or child, is willing to listen to a critique of his leadership and is flexible enough to adjust his leadership techniques to whatever constructive criticisms are made.

At the end of a session, the leader sees to it that a number of children are given the opportunity to make a critical review of the meaning and value of the activity to them, in a general way, from the many specific things that have been discussed.

The more often a child serves in a leadership capacity, the greater becomes his awareness, his self-confidence, and his comprehension of social interaction. The child who is leading is practicing at being a responsible and considerate person. The more that he practices in a framework that never permits the abuse of power, which leads to destructive social activities, the more responsible a person he will become.

Leadership training seen in the light of the above is really nothing more than the building of good character.

Unit 4 – Three Weeks on Awareness

Week 10 – Exposure to Awareness Activities

Monday:	Feeling Good and Bad About The Same Thing
Tuesday:	I Know The Good Results of My Behavior
Wednesday:	My Wild Imagination
Thursday:	I Know The Bad Results of My Behavior
Friday:	Funny Feelings in My Body When I Was Scared

Weeks 11 and 12 – Experience With Awareness Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the tenth week, turning over the leadership role to the children in the eleventh and twelfth weeks. Involve yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Pages 62 through 65 describe the child-leadership concept in detail.

Week 10 – Exposure to Awareness Activities

Monday – Feeling Good And Bad About The Same Thing

The purpose of today's activity is to give the children an opportunity to learn that mixed feelings are both common and natural. The major point is that we usually do not feel just one way about something. For example, for every child there are some things about school that he likes and other things that he dislikes.

Mixed feelings constitute an important problem, meriting special interest and attention. One of the main differences between an immature person and a mature person is that an immature person tends to polarize his attitudes, developing an extreme of either like or dislike. In contrast, a more mature person is able to tolerate a more mixed state, feeling both ways at the same time.

Most things in life are not all one way or all another way. It is true that there are two sides to every story. A child who can maintain his natural mixed feelings at the conscious level of awareness is in a superior position to effectively communicate. He can do so easier than a child who can only express at the conscious level either his negative or his positive feelings about something, but never both feelings at the same time. This latter child, the more immature one, being blind to the other side of his mixed feelings, tends to conclude that things are either all good or all bad, and his behavior in relation to these things can be only rigid rather than flexible.

Give the children a recent personal example. Then allow them each a turn to tell some experience which produced a good feeling and a bad feeling in them. As often as is possible, have them label the good feeling and the bad feeling.

The children should be encouraged to describe, *rather fully*, what it is they like about the thing and what it is they dislike about the thing. It is imperative that you focus your attention upon the issue of the *simultaneousness* of pleasant and unpleasant feelings rather than getting sidetracked on the content of what the children are talking about.

Be sure to model good listening, reflecting back to the children what you hear them saying. Ask other children to do likewise. Show good listeners your appreciation. At the end of the session, summarize and evaluate what was learned and how the group conducted itself.

Week 10 – Exposure to Awareness Activities

Tuesday – I Know The Good Results of My Behavior

The purpose of today's activity is to bring sharply into the awareness of each child the fact that he can behave constructively. Such behavior means doing anything which is productive or contributive to the welfare of another person.

Every child feels, at least to some small extent, that he is both inadequate and bad. This activity then is intended to counteract these negative self-concepts. To have the child be reminded through his own expression of the reality that he has done something that is either productive or kind very realistically helps him to build a positive self-view.

Give each child an opportunity to tell about a time when he did something kind for another person. Ask him to tell how the person felt and how he knew they felt that way. Ask him about his own feelings.

Encourage the children to review what each child said. Summarize to the effect that by having the opportunity to listen to the productive and kind behaviors of other children we can learn more ways to be constructive.

Week 10 – Exposure to Awareness Activities

Wednesday – My Wild Imagination

The purpose of today's activity is to counteract the notion children ordinarily have, that thoughts they consider strange mark them as deviant and socially undesirable people.

There seems to be a conspiracy of silence in which most of us keep our wilder thoughts to ourselves. By doing this, we tend to reinforce each other's theory that nobody has wild ideas except me.

It is never healthy for a child to believe that he is deviant or unacceptable because of thoughts. While it is true that people who behave in deviant and socially irresponsible ways have wild thoughts, it does not follow at all that everyone who has wild thoughts implements them by parallel behavior.

The children will gain a feeling of being less deviant by having the opportunity to listen to the strange thoughts of other children. It will help them clarify the difference between thinking something that is wild and doing something that is wild. A further benefit will be a reduction in the tensions that are sometimes associated with wild thoughts by the simple avenue of verbal catharsis.

Today we are going to have a chance to show each other just how many different thoughts we can come up with. Present a few thoughts, some that get quite fanciful, but just enough to get the children started.

Give every child a turn as he volunteers. Be sure to reinforce each child for his efforts and whatever thoughts he is able to come up with. After each child contributes, tell the children that they are beginning to get the idea more and more, and then encourage them to come up with more ideas, more different ideas, and even more fantastic ideas

At one point the game will suddenly catch on, and many of the children will want to talk at the same time. But today it is important to give *every* child a turn. Tomorrow they will be able to have more turns. Reinforce patient, quiet listening.

Remember that many children's minds are way ahead of their ability to verbally report their thoughts. You may wish to let the children know that you are aware of this – especially children who do not possess a lot of verbal facility. Our focus today is on what our minds can do – and all of us have minds that can do it.

Summarize to the effect that all of us have a lot of ability to imagine many different things. Ask them to tell how it feels to know they have this ability.

Week 10 – Exposure to Awareness Activities

Thursday – I Know the Bad Results of My Behavior

An almost universal blind spot in all children is that they often do not know the bad results of their behavior. Children have only limited experience and rarely can see the larger picture. When they are involved in some destructive behavior, they almost always see it in a narrow vein and as being something of only limited consequence.

Any child will be a more effective and constructive person if he has the opportunity to talk about and listen to other children discuss the bad results of their behavior. Talking about and listening to these issues will broaden the child's perspective about who is harmed by his behavior.

Ask each child as he participates to tell about how the person who was affected seemed to feel. Ask him how he felt then – and now.

Be sure to show your appreciation to each child who speaks and to the children who demonstrate good listening. Also be sure to take your turn, telling about a time recently or when you were a child when you hurt someone's feelings by some act.

In the summary, special emphasis should be placed on how, sooner or later, the behavior produces unhappy feelings in one or more persons. Discuss whether or not people who make other people feel bad like themselves and respect themselves.

Week 10 – Exposure to Awareness Activities

Friday – Funny Feelings in My Body When I Was Scared

The purpose of this activity is to help each child become aware of the fact that instead of being detached from his body, he literally is his body. This knowledge is reinforced by telling about and listening to the wide range of feelings that are experienced in different parts of the body.

Some of the more usual feelings that children experience are sensations of warmth and cold, hunger, excitement, pain, tingling sensations, stiffness, and strange noises. These sensations are usually difficult to express in words.

Children are often frightened by experiencing strange bodily sensations and needlessly feel ashamed or embarrassed. By telling about and listening to the experiences of others, these negative impressions are reduced.

Give a turn to those children who wish to speak. Be sure to take your turn. By asking open-ended and specific questions help each child to express how his body felt when he was scared.

Children who do not speak are receiving practically the same benefits from the session as those who are more able and free to verbalize.

As usual, review, summarize and evaluate the activity.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 4 – Weeks 11 and 12

For each of these ten days the children are given the opportunity to share in the decision-making process. The children benefit in two ways from choosing their own topics. In the first place, they love and appreciate the opportunity to decide. Secondly, they know best what they are the most ready to discuss that day (because they know best what is upper-most in their minds). What they are the most eager to discuss will be of the most benefit to them.

Depending upon how readily this group of children demonstrate the self-discipline required, you may wish to ask for a volunteer who wishes to gain some experience at being the leader. This may or may not occur during this unit.

If one of the children is ready for leadership training, this should be done as soon as possible. However, this child may not have another turn to lead the group until every other child in the group has had a turn. In most typical classrooms, this will mean that approximately thirty or thirty-five children will have to be provided with this leadership opportunity first, before any child may have a second turn, if the other children demonstrate willingness.

Unit 5 – Three Weeks on Mastery

Week 13 – Exposure to Mastery Activities

Monday:	Something I Can Do Very Well, and Something I Just Can't Do Well
Tuesday:	Something I Just Learned How to Do
Wednesday:	How I Got Myself in Trouble
Thursday:	I Had a Hard Time Choosing Between Two Things
Friday:	I Knew the Truth, But I Lied Anyway

Weeks 14 and 15 – Experience in Mastery Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want to play. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the thirteenth week, turning over the leadership role to the children in the fourteenth and fifteenth weeks. Involve yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 13 – Exposure to Mastery Activities

Monday – Something I Can Do Very Well, and Something I Just Can't Do Well

One of the most fundamental problems for all of us is the need to resolve our feelings of inadequacy. For all of us, there are things we can do well and things we can't do very well at all. The more a person can accomplish, the easier it is for that person to accept the limitations that he has.

It is important for every child to realize that he cannot do everything well, and he must be able to accept himself for those things he can do and not base his self-esteem solely upon those things that he has little aptitude for, or has not yet mastered.

The purpose of today's activity, therefore, is to provide the children with an opportunity to develop a more positive and reasonable attitude about their sense of adequacy.

By telling about what they can and cannot do well, and by listening to the other children, the children should develop a more tolerant and sympathetic attitude about themselves and other people, and they should also acquire a reduced sense of feeling deviant and inferior as they see that everybody has their limitations.

Give each child who wishes to speak an opportunity to tell about something that he can do very well and something he feels he can't do very well. Then encourage the children to come up with helpful suggestions for each other as to how they may improve their skill in some desired area. Be sure to ask each child how he feels about the thing he does well and the thing he says he doesn't do well.

After reviewing, summarize together how we all have feelings of accomplishment and feelings of inadequacy too, and how it helps us to share our feelings about both so we can know ourselves and each other better.

Evaluate the session as a group with respect to how well it proceeded and how it could be improved.

Week 13 – Exposure to Mastery Activities

Tuesday – Something I Just Learned How To Do

This activity provides the children with the opportunity of being mildly exhibitionistic about some accomplishment. All children seem to delight in mastering a new challenge and in being able to brag about it.

These needs should be considered as legitimate for children as they are for adults.

The feeling of accomplishment and the social recognition associated with the opportunity for its public announcement are strong incentives that encourage the child to strive for further mastery.

Be sure that every child has a turn. If some of the children cannot recall something special, ask the other children to mention something they know of that these children can do – or do this yourself. Then ask the child to tell about how he learned to do it. Always focus on the child's feelings rather than the content.

As usual, review, summarize and evaluate the activity.

Week 13 – Exposure to Mastery Activities

Wednesday – How I Got Myself in Trouble

The purpose of this activity is to help the child to recognize that often he is the active agent, rather than the passive victim, when he gets into trouble.

Begin the session by going first, if need be, telling about a time when you got yourself into trouble. This could have been recent or long ago. Place the emphasis on how you at first saw yourself a victim, but how you later realized that you had a large share in causing the trouble. Tell about the feelings of the people involved in the episode, especially your own.

Without pressuring, encourage every child to take a turn. Ask him to tell how he began to recognize his part in causing the trouble. Ask him also about how he felt.

Allow cross commenting of a constructive nature among the children. Be sure to show your appreciation to the children who demonstrate the courage to participate. They have made an important step in owning their own responsibility for their behavior. This point should be made in the summary.

Week 13 – Exposure to Mastery Activities

Thursday – I Had a Hard Time Choosing Between Two Things

It is important in presenting this activity to the children that the matter of a *hard time* be stressed, because there is little challenge otherwise. When a child has a chance to choose between two things, one that he wants very much and another that he does not care about, there is no problem. When he is confronted with the opportunity to choose between two things of almost equal attraction, then he has a difficult problem to resolve. Different children resolve this dilemma in different ways. It is instructive for the children to listen to each other's choice and to hear the reasoning behind the way they made their choice.

Ask each child to tell about a time when he had a very hard time choosing between two things. Help him to fully relate what happened and how he felt at the time. Ask him also if he now feels he made the best choice.

Be sure to show your appreciation to the children who volunteer to speak, and reinforce the good listeners.

Summarize as a group, to the effect that the ability to make decisions, and especially to be able to make the wisest decision, is an important matter for everyone. How we might know more about how to do it.

Week 13 – Exposure to Mastery Activities

Friday – I Knew The Truth, But I Lied Anyway

This is a character building experience. All children lie, and there are many different reasons for this. Generally speaking, it is the more insecure child who lies the most. Lying usually serves a prototective function, to help the child avoid either punishment or expected rejection or embarrassment. Another major motive for lying is to be able to acquire some object or privilege which the child believes he is not going to get otherwise.

Even though our motive in presenting this activity is to aid children in becoming more able to tell the truth, we wish to help them to realize that everyone has lied at one time or another and that they do this for reasons of supposed self-preservation.

Tell about a time when you were their age when you deliberately lied. Tell them why you did this, but concentrate on the repercussions and your feelings about it then – and now.

After this, being careful not to use any pressure, allow each child who volunteers to tell about a time when he lied. Help him to direct his story around the outcomes or repercussions of his actions – which he probably didn't expect. Ask him about his feelings at the time that he lied – and now. Guide the discussion with the other children around these points with respect to the story each participant relates. Do not allow the children to become derogatorily critical of each other. Reinforce good listening and show your appreciation to each child who shows the courage to relate an incident.

The important issues to be focused upon in the summary are threefold:

(1) That it is within each child's power to either tell the truth or lie. It is his decision.

(2) When a person lies, he is mistreating another person, because we rely upon each other for valid information; and

(3) The main point is that a person who lies does not like himself, and every time a person lies, he increases the degree of dislike he has for himself. Nobody likes a liar, even if the liar is that person himself.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 5 – Weeks 14 and 15

The important matter of providing the children with the opportunity to share in the decision-making process is built into the structural design of the following two weeks. On any given day the activity will be any topic which fifty percent, or more, of the children choose. However, it is your responsibility to be certain that one or more topics are not totally avoided by the children during this two-week period. Keep a record of which topics the children have chosen to discuss on their own. In this way, during the third week, you can look back and see which topics the children have avoided. Try to assert your influence during the third week to be sure that every topic is discussed at least once during the two-week period of "Children's Choice."

Returning to the matter of leadership training, it is recommended that you now be rather strongly encouraging in your efforts to get a child to volunteer to lead the session. When a child does volunteer to lead the session, sit alongside of him and be certain that no activity gets started or continues unless the children demonstrate willingness to accept his leadership by giving their attention and by listening carefully to each other.

You will find that you must believe strongly in children to allow a child to lead a session with only mediocre competence. The rule of thumb to keep in mind is that, on the one hand, the child should never be allowed to drag out a miserable performance, and on the other hand so long as the child is basically succeeding with the challenge of leadership, you should only intrude minimally with your guidance to upgrade the quality of his leadership.

Unit 6 – Three Weeks on Social Interaction

Week 16 – Exposure to Social Interaction Activities

Monday:	I Made a Promise and Kept It
Tuesday:	How Someone Hurt My Feelings
Wednesday:	I Did Not Know How To Ask For A Favor
Thursday:	How I Included Somebody That I Needed To Be Included
Friday:	I Told Somebody Something, But I Did Not Mean It

Weeks 17 and 18 – Experience With Social Interaction Activities Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the sixteenth week, turning over the leadership role to the children in the seventeenth and eighteenth weeks. Involve yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 16 – Exposure to Social Interaction Activities

Monday – I Made A Promise and Kept It

The objective of the mastery theme is to develop children with responsible competence. The major purpose of this activity is to build good character.

Encourage each child today to tell about a promise he made and kept. Ask him how he felt at the time he kept the promise – and now. Ask him also how the other person felt and how he knows how he felt.

Encourage open discussion among the children related to the topic.

After a review of what each child said, summarize, as a group, the following major points:

(1) When a promise is made and kept, the person who has been so obliged has been well treated and probably feels good toward the person who kept his promise.

(2) When we keep a promise that we made, we behave in such a way that we like ourselves and thus increase our sense of self-esteem. Therefore, when a promise is kept it is good for both parties.

Evaluate together the manner in which the session proceeded.

Week 16 – Exposure to Social Interaction Activities

Tuesday – How Someone Hurt My Feelings

This is usually a very popular activity, because everybody has their feelings hurt.

The main purpose is to provide the opportunity for the children to learn from each other the large variety of ways in which people's feelings can be hurt. It gives them the opportunity to identify with the hurt party and also with the person who did the damage.

By telling about and listening to such experiences, the child's awareness is keenly focused on how one person's behavior causes painful feelings in another person.

Ask each child to tell about a time when someone hurt his feelings. Ask him to describe, in as much detail as possible, how he felt at the time. Allow the other children to make comments guiding the discussion around the idea that everyone experiences this deep kind of pain and feels the need to complain about it.

As time permits encourage the children to come up with constructive suggestions for each other as to how they can avoid getting their feelings hurt in the future.

As usual, review, summarize and evaluate the session, as a group.

Week 16 – Exposure to Social Interaction Activities

Wednesday – I Did Not Know How To Ask For Something

The purpose of this activity is to help the children learn ways to overcome the embarrassment involved in exposing one's self to possible refusal when asking someone for something.

By listening to the struggles of the other children in this somewhat unfamiliar area, the children develop an increased feeling of being an ordinary member of the human race rather than being unworthy, because they can see that everybody has trouble in this area.

Ask each child who describes an incident in which he wanted something but did not know how to ask for it, how he felt at the time. Ask him if he knows whether or not the other people involved knew of his desires. Encourage the other children to make suggestions to the child about how he could go about asking for something in the future.

Review, as a group, what each child said, providing an opportunity for the children to demonstrate how well they listened and paid attention to each other.

Summarize together the important things learned in the session.

Week 16 – Exposure to Social Interaction Activities

Thursday – I Included Somebody That Needed To Be Included

Good social relationships are characterized by inclusion, warmth and sharing in the decision-making process. Today's lesson brings into sharp focus the important social skill of knowing how to include a person who is feeling left out. The child who learns to behave inclusively toward other people is respected, appreciated and also much less likely to suffer from loneliness.

By listening to the ways in which other children included some child, their repertoire of inclusive behavior is broadened.

As each child tells his story, invite cross-comments from the other children in terms of who they thought was feeling either bad or good, and why they thought so. Ask the child telling the story how he felt then – and now.

The other children may also be invited to discuss how they would have reacted under these circumstances, in the same way or differently.

After a thorough review, summarize togehter, stressing how each one of us has it in our power to make other people feel good by including them when they want or need to be included.

Week 16 – Exposure to Social Interaction Activities

Friday – I Told Somebody Something, But I Did Not Mean It

One of the most difficult things for every child, and for adults for that matter, is to be able to tell when they are receiving an honest or dishonest communication. It is equally important for every child to realize that they can mislead others by making insincere statements. Any person who tells things he does not mean is asking for trouble in his social relationships.

The object of today's activity is to help the children realize that by being insincere, they incur resentment. They can best learn this by recalling such an episode and by listening to the other children.

Begin the session with a general discussion about how it feels when someone tells you something you can tell they don't mean. Now ask if anyone here has ever told somebody something when they didn't mean it. (Be ready to take your turn first if necessary.) Do not pressure the children to relate an incident, and show appreciation to those children who have the courage to take a turn, asking them how they and the other person felt, and how they feel now.

Be careful not to be judgmental toward the child who relates an incident, and encourage the other children to be accepting too.

Review together and summarize to the effect that we all have at one time or another misrepresented ourselves to another person and always for a reason that makes sense to us at the time. What usually happens, however, is that we have made the other person feel bad. When we learn this, then we feel bad too, because we realize what we did.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 6 – Weeks 17 and 18

Six weeks of sharing in the decision-making process and possibly some leadership training has occurred.

If no child has thus far volunteered to practice in the leadership role, you should strongly invite one of the more courageous children to accept the leadership position under your very close guidance. In most classrooms this will not prove to be very much of a problem. It is very likely that several children will volunteer, and it will be up to you to decide in what order they should have their opportunity to be in the leadership position.

If, for example, ten children volunteer, then you might assign one of the next ten days to each child, and he will then know that he can look forward to that particular day and know with assurance that he will definitely be the leader. This is a major event for the child, who is looking forward to this upcoming event with a strong admixture of positive and negative feelings. On the one hand, the child is delighted with the prospect of being important and asserting himself in a powerful role. On the other hand, some negative feelings are activated as a form of stage fright in which the child will be apprehensive about the competence of his performance. These negative expectations will be markedly reduced by the children's observation of the close support and positive guidance that you provide each day with the child leader-trainee.

LEVEL III (Third Grade)
Part II – Second Semester

OVERVIEW FOR THE SEMESTER

Unit 7 – Two Weeks on Awareness – Basic Feelings

Week 19 – Exposure to Awareness Activities

Week 20 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 8 – Two Weeks on Social Interaction – Being Mean and Kind

Week 21 – Exposure to Social Interaction Activities

Week 22 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 9 – Two Weeks on Mastery – Self-Confidence and Self-Control

Week 23 – Exposure to Mastery Activities

Week 24 – Experience with Mastery Through Children's Choice and Child Leadership

Unit 10 – Two Weeks on Social Interaction – Inclusion and Exclusion

Week 25 – Exposure to Social Interaction Activities

Week 26 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 11 – Two Weeks on Awareness – Dissonant Experiences

Week 27 – Exposure to Awareness Activities

Week 28 – Experience with Awareness Through Children's Choice and Child Leadership

OVERVIEW FOR THE SEMESTER (Continued)

Unit 12 – Two Weeks on Social Interaction – Control and Consideration

Week 29 – Exposure to Social Interaction Activities

Week 30 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 13 – Two Weeks on Mastery – Power and Effectiveness

Week 31 – Exposure to Mastery Activities

Week 32 – Experience with Mastery Through Children's Choice and Child Leadership

Unit 14 – Two Weeks on Social Interaction – Rivalry

Week 33 – Exposure to Social Interaction Activities

Week 34 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 15 – Two Weeks on Awareness – Wishes, Fears and Dreaming

Week 35 – Exposure to Awareness Activities

Week 36 – Experience with Awareness Through Children's Choice and Child Leadership

LEVEL III (Third Grade)
Second Semester

Unit 7 – Two Weeks on Awareness

Week 19 – Exposure to Awareness Activities – Basic Feelings

Monday:	Somebody Makes Me Feel Good One Way, Bad Another Way
Tuesday:	A Thought That Was Pleasant One Way, Unpleasant Another Way
Wednesday:	If I Had Three Wishes
Thursday:	Can You Guess What He's Afraid Of?
Friday:	Can You Guess What Makes Him Mad?

Week 20 – Experience with Awareness Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 19 – Exposure to Awareness Activities

Monday – Somebody Makes Me Feel Good One Way, Bad Another Way

The purpose of this activity is to provide each child with the opportunity to feel more comfortable while experiencing both positive and negative feelings at the same time. This means at the conscious level and toward the same person. The emotionally mature person is conscious and realistic about the fact that he has mixed feelings about almost every person he is involved with. The less mature person is prone to intense likes or intense dislikes.

When a person who is immature has intense feelings of liking a person, then he is almost certainly denying, repressing out of his consciousness, the negative feelings he has toward that person. In the same fashion, when the immature person feels intense dislikes, he is pushing out of his consciousness, by denial and repression, the positive feelings that he has toward that person. In either instance, the child is not in tune with some of his true feelings or cannot cope as effectively in life as can the child who is aware of his true feelings.

If need be, take your turn first. Then invite the children to take turns telling about someone they know. (Naming the person is not necessary.) Help the child to tell one thing he likes about the person and one thing which he doesn't like, by asking him, "In what way does the person make you feel bad?" "In what way, bad?" and other such questions.

The emphasis should be placed away from any kind of moralizing or the taking of sides about resentments. It should rather be placed on giving each child the opportunity to express both positive and negative feelings, thus increasing his awareness. Showing acceptance for the child's efforts is important.

After reviewing what each child says, summarize to the effect that everybody has mixed feelings about the people they are involved with. The exposure to this kind of universal experience tends to reduce the child's sense of uniqueness and inferiority.

Evaluate together the manner in which the session proceeded.

Week 19 – Exposure to Awareness Activities – Basic Feelings

Tuesday -- A Thought That Was Pleasant One Way, Unpleasant Another Way

The purpose of this activity is to heighten the children's awareness of the frequency and normalcy of ambivalence in their thinking. Almost every positive thought has some negative aspect associated with it, while negative thoughts frequently are associated with something desirable.

The natural tendency is to "build a case" in one's mind, to structure a past, present, or future thought in such a fashion that it seems to be either "all good" or "all bad." Building a case is an artificial means of adaptation in which the person attempts to deceive himself about the conflicting nature of plans. This is a regressive mechanism which fosters primitive, rigid, and unrealistically entrenched attitudes.

The emotionally mature person does not attempt to deceive himself for the sake of manufacturing in his thinking an overly simplified view in his planning. He feels comfortable enough to be able to see the pleasant and unpleasant aspects in his thoughts and can thus tolerate perceiving reality as it really is, rather than as he unrealistically fears or wishes that it might be.

This understanding is best brought home by having each child tell of the conflicting nature of one of his thoughts, and by listening to the dual nature of the thoughts of other children. It may be helpful to take your turn first, demonstrating the idea to the children. Encourage cross-commenting by the children.

After a review of what each child said, invite the children to summarize the significance of today's activity, asking them to tell why it is important to know that everything we think about has both good and bad aspects.

Week 19 – Exposure to Awareness Activities – Basic Feelings

Wednesday – If I Had Three Wishes

This is a simple activity, but one of fundamental importance.

The basic function is to provide a legitimate time and place for the children to express the desires that are important to them. It is very natural to have desires, and for this reason children often want to do this activity when they have a choice.

By allowing this activity, you are indirectly saying to the children that what they want is worth listening to and spending time talking about. While this may not seem like much, it tends to increase a child's feelings of worthiness. The experience says to him, "I'm interested in what's important to you."

Further, the children are often interested in knowing what other children wish for. When they discover their wishes are the same, this reduces their feeling of uniqueness, and when the wishes are different, their understanding (and tolerance) of wide human variations is increased. If a child's thoughts are very unique, uncritical listening will tend to reduce his feelings of being socially unacceptable.

Be sure to show the children who participate your complete acceptance for what they wish for and your appreciation for participating. Encourage each child to tell how one of his wishes would be good for him. Help him to describe his feelings.

After reviewing, summarize how we all have wishes and how interesting it is to know what other people wish for.

Week 19 – Exposure to Awareness Activities – Basic Feelings

Thursday – Can You Guess What He's Afraid Of?

Today we are going to do another interesting activity called, "Can you guess what he's afraid of?"

Everyone is afraid of many things. Some people are afraid of the same thing, and different things too. Give an example to the children, such as that you are afraid of getting hit by a car, and that you are sure they are all the same as you about this. Then tell about some special fear, even if it is irrational (almost all people have one or more phobias). You may even add that while you are afraid of getting hit by a car, and you know why, you don't know why you're afraid of the second thing.

Explain to the children that now we will have a volunteer who will not say anything, but raise his hand so that we know he is thinking of something that he's afraid of. Allow each child to guess before the first one announces what it really is that he fears. Go around until each child has served as "it" by volunteering.

When the guessing is completed for each child, it will usually be found that most of the guesses were wrong. The children have been projecting their fears onto the child who is "it." Discuss with them how they came up with their guesses and how easy it is to be wrong when you guess. Ask their ideas on the best way to find out what another person fears. A better but not perfect way is to ask.

Review together what each child said, and summarize the activity. The primary focus should be a sensitive focusing on the nature of the child's fears. A secondary focus would be on the value of knowing that everyone has fears.

Week 19 – Exposure to Awareness Activities – Basic Feelings

Friday – Can You Guess What Makes Him Mad?

There are certain basic feelings that people have: wishes, fears, and anger. Today we are going to see how well we can get to know each other by trying to guess what it is that makes another person very angry. We must realize that we are guessing, but when we are all done guessing, that person will tell us.

Discuss with the children how we might be able to guess a little bit better if our guesses came from something that we have seen happen with that person, rather than thinking he is probably exactly the same as we are.

Give each child a turn to serve as "it," as was done yesterday. At the end of each round of guessing, invite a discussion about the best way to find out what it really is that makes a person very angry.

In the summary, discuss with the children how, when we guess, we are usually assuming that the other person reacts the same way as we do, and very often we will be wrong.

Summarize further to the effect that anger is a natural kind of reaction that everyone has, even though some people get angry about the same things and other people get angry about different things.

Unit 8 – Two Weeks on Social Interaction

Week 21 – Exposure to Social Interaction Activities – Being Mean and Kind

Monday:	How I Was Nice to Somebody
Tuesday:	How I Was Mean to Somebody
Wednesday:	I Can Make You Feel Bad or Good
Thursday:	I Was Afraid To Ask for a Favor
Friday:	I Didn't Know How To Be Nice When I Wanted To

Week 22 – Experience with Social Interaction Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 21 – Exposure to Social Interaction Activities – Being Mean and Kind

Monday – How I Was Nice to Somebody

The purpose of this activity is to foster kind behavior through a sense of pride, empathy, and emulation.

Give the children an example of your being kind to someone, making it clear that this was a kind word or kind action that arose freely from a genuine sense of affection or appreciation. Tell the children how you felt when you did it.

Discuss with the children how sometimes we are nice to someone because it was the polite thing to do, because we wanted a special favor, or because it was the right thing to do. But this is a little different from what we are going to talk about today. Today we will talk about a time in which we *felt* that we wanted to do something nice for someone.

Give several children the chance to show that they can tell the difference between these two different ways of being nice to someone, and have them give an example, designating which kind of nice behavior it was.

Allow every child a chance to tell how he was nice to somebody, and to tell which kind of nice vehavior it was. Ask him how he felt and how the other person, or people, felt. Ask him how he could tell.

While it is important to watch for possible mislabeling of the motive, this clarification should be sought by the children rather than the leader.

After reviewing what each child said, invite several of the children to summarize the significance of the activity, offering them as much guidance and encouragement as is necessary. Discuss together how good we feel about ourselves when we have been responsible for producing good feelings in another person.

Evaluate, as a group, the manner in which the session proceeded.

Week 21 – Exposure to Social Interaction Activities – Being Mean and Kind

Tuesday – How I Was Mean to Somebody

Everybody is capable of being mean, and everybody is mean at times. This exercise should further several objectives. The main point, deserving the most emphasis, is that nobody likes a person who is mean, even when that person is one's self.

Another point is that the tendency or desire to be mean is both natural and universal. This is a temptation for all of us.

Further, the one who is responsible for being mean and producing bad feelings in another person is the one who does it. No one can make us be mean.

A still further issue that can be clarified is that often a person will do something that is mean because he feels put upon, helpless, and in need of defending his pride. When this is an issue, focus should be placed on preventing future incidents, rather than escalating hostilities. Here, helpful suggestions from the other children often prove to be the most useful.

The above points can be discussed briefly before you give your own personal example. Tell about how you felt at the time of the incident – and now.

Then give every child a turn, encouraging the reluctant, but not insisting that any particular child have a turn. Ask each child how he felt at the time – and now. The quiet ones will acquire some additional self-acceptance by listening to and identifying with the more courageous ones. Be sure to demonstrate your acceptance of what each child says (not the same as approval of the content of his remarks) and your appreciation to him for participating.

After reviewing, encourage the children to summarize what they have learned and what they believe its significance is for being a better person. Then, by asking such questions as, "When you are mean, do you like yourself?", try to guide the discussion, so that the children come to recognize the main point (mentioned in the first paragraph) of today's activity.

Week 21 – Exposure to Social Interaction Activities

Wednesday – I Can Make You Feel Bad or Good

The basic purpose of this activity is to help each child to realize that he is powerful. The power that is exposed today is the capability to influence the feeling state of another person, for better or for worse.

This is accomplished by having each child tell some other child who has volunteered to be "it," "I can make you feel bad or good." The child should then tell him what he could do to make him feel bad, and following this, what he could do to make him feel good. This, however, is only an introduction.

Ask the child to elaborate on his two choices. He should tell in what way he thinks his action would make the other child feel bad and then describe the *kind* of bad feeling he thinks the child who is "it" would experience. The same procedure would then be repeated for the good feeling.

By giving the explanation in detail, the child who is talking, as well as others who are listening, are gaining a richer understanding of each other's psychology and motivation.

At the outset, when asking for volunteers to be "it," be sure that the children know what is going to happen and what they are volunteering for.

Do not be alarmed at expressions of morbidity, because these ar universal and to avoid them would only belie the reality-testing of the children.

Everybody has sadistic fantasies. It would be grossly unfair to try to hide this reality from the children. It is more important to clarify for the children the distinction between having sadistic thoughts and feelings, which are inevitable, and taking action on these thoughts or feelings which can never be permitted.

If any child is hurt or angry because of what occurs, try to help him by asking the children in the group to make suggestions on how to make the child feel better.

After everyone has had a turn, review briefly and summarize by discussing how this activity has helped us to realize that each of us has a power – to make others feel good or bad – and the responsibility for its use is ours.

Week 21 – Exposure to Social Interaction Activities – Being Mean and Kind

Thursday – I Was Afraid To Ask For a Favor

The purpose of this activity is to help the children to learn ways to overcome the natural embarrassment involved in exposing ourselves to possible refusal when we ask someone to do us a favor.

By listening to the struggles of the other children in this somewhat unfamiliar area, the children develop an increased feeling of being an ordinary member of the human race rather than some unique and unworthy creature, because they can see that everybody has trouble in this area.

Further benefits are obtained when the children are encouraged to make constructive suggestions to each other about how they could go about asking for some favor that they had been reluctant to request before.

Invite each child who wishes to participate to tell about a time when he was afraid to ask for a favor, and allow him to call on the other children for suggestions regarding ways to ask for favors. Be sure to ask him how he felt at the time.

As usual, review what each child said, and summarize together, focusing on how we all have these kinds of difficulties and how it helps to get suggestions from others.

Week 21 – Exposure to Social Interaction Activities – Being Mean and Kind

Friday – I Didn't Know How To Be Nice When I Wanted To

Children, being relatively inexperienced, are frequently encountering new situations, often those in which they could have said or done something that was nice except for their simple lack of knowledge. This issue is almost never brought up with children in a positive calm, and preventive manner, but today this opportunity is specifically provided.

The focal point lies in the helpful suggestions that the other children make as each child presents a situation where he felt at a loss.

To get things started, tell about some actual situation in which you felt stuck, and invite the children to suggest what you might do in a similar situation the next time.

Then give every child a chance to present his incident, and as he does, allow the other children to come up with a helpful suggestion as to what he might do the next time.

After all have had a turn, and a review of what each child said has been completed, invite the children to come up with summarative remarks about what they have learned or what general significance the discussion has had for them.

Unit 9 – Two Weeks on Mastery

Week 23 – Exposure to Mastery Activities – Self-Confidence and Self-Control

Monday:	I Was Surprised to Find That I Was Able to Learn It
Tuesday:	How I Felt and What I Thought When I Couldn't Do It
Wednesday:	There's One Thing I'm Sure I Can Do Well
Thursday:	There Is Something That I Just Can't Learn
Friday:	I Felt Proud To Have So Much Self-Control

Week 24 – Experience with Mastery Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 23 – Exposure to Mastery Activities – Self-Confidence and Self-Control

Monday – I Was Surprised to Find That I Was Able to Learn It

The major function of this game is to foster a feeling of self-confidence by providing an important audience for the child to report his accomplishment to. Every child, originally perceiving himself as essentially helpless (because he is), is pleasantly surprised to notice his growing powers.

Usually expressions of such surprise and pleasure are not intended for purposes of bragging. At the time that these significant episodes occur, the child is simply delighted with himself because his perception of himself shifts, at least momentarily, from that of a helpless person to that of being a more powerful person.

Some of the more aggressive and more insecure children may be prone to use this opportunity to brag, which for the present time should be ignored.

The emphasis today should be upon the changing perception the children get of themselves as they come to recognize, through their actual performance, that they can probably do more things than they thought they could. Talking about these experiences in this spirit builds self-confidence.

Encourage every child to take a turn. Ask each child how he felt when he discovered that he was able to learn it. Be sure to show your appreciation to each child who participates, and reinforce good listening.

After all have had a turn, encourage the children to see how well they can remember what feelings each child reported. Summarize together how good it feels for us all to know we can learn things and talk about our accomplishments with each other.

Evaluate, as a group, the manner in which the session proceeded.

Week 23 – Exposure to Mastery Activities – Self-Confidence and Self-Control

Tuesday – How I Felt and What I Thought When I Couldn't Do It

Failure tends to produce misery in all of us. Yet it is inevitable. The ameliorative things that can be done, however, are to reduce the feelings of isolation, inferiority and uniqueness, while increasing the sense of being realistic and having a better perspective.

Today we shall be reducing the sense of isolation by providing a supportive and accepting audience for the reporting of the experience of failure. Feelings of inferiority and uniqueness are reduced as the children hear of your failure at something and of the limitations of the other children. Increased realism results from seeing how common an experience of failure is.

No activity will change the fact that some children are brighter or more effective than others, but a more reasonable and self-tolerant outlook will reduce the negative reactions the children have about their failures or limitations.

After giving your own personal example in which you tell what you thought and felt at the time of the experience – and now, encourage every child to report and describe his personal reactions to an experience of failure or limitation. Ask him what he thought and how he felt at the time of the experience – and now. Be sure to show your appreciation.

After all who have the courage take a turn, review together what each child said, and invite summarative comments about the significance of today's activity.

Week 23 – Exposure to Mastery Activities – Self-Confidence and Self-Control

Wednesday – There's One Thing I'm Sure I Can Do Well

The feeling of inadequacy is universal. Everyone suffers from it in some measure. While it is true that some children are very inadequate, even the most inadequate ones can do some things. While the best corrective for inadequacy is capability, we here are concerned not primarily with competence; rather, we are concerned with the child's self-concept.

Many capable people do not feel adequate. They may even be extremely self-critical. Yet some people with humble capabilities have a comfortable feeling about themselves and a realistic measure of pride in being able to do those few things that they can do well.

Our purpose in this activity is to foster a better self-concept through an increased sense of self-confidence. As the child tells of one thing that he is sure that he can do well, he reminds himself of one area of competence and gets simultaneous recognition from you and from his peers. This expression of some claim to fame will improve the child's self-image momentarily, and possibly longer.

Tell the children of an ability you have about which you feel quite certain, and how you feel about yourself knowing you can do it well. Then give every child a turn, showing appreciation for whatever ability the child tells, no matter how humble it may seem. Ask him how he feels.

Invite the children, at the end of the session, to review what each child said. Summarize together how good it is for all of us to be impressed by our own abilities.

Week 23 – Exposure to Mastery Activities – Self-Confidence and Self-Control

Thursday – There Is Something That I Just Can't Learn

There are several aspects to this exercise. In the first place, nobody has total aptitude clear across the spectrum of learning. Next, the child may have very little interest in some learning situation. The child may have a special learning disability that might defy even the most modern diagnostic method of detection. Or there may be some emotional reaction as a causative factor. Still, it might be such a simple thing that one of the other children could offer a quick way to get through the impasse.

Regardless of the cause, a learning block is a frustration, and every child is entitled to some comfort and the possible help of his classmates, who would probably never have the chance to offer their help if this activity wasn't specifically planned.

Start things off by presenting something that you have had repeated difficulty in attempting to learn. Tell how you feel about it. Then listen to the children's reactions. There may be a large variety of reactions, but they should all fall into two basic categories, helpful suggestions or encouragement to "accept it."

Give every child a turn to present his block and how he feels about it. Invite cross-comments.

When all have had a turn, review together what each child said. Summarize to the effect that we all have learning blocks, and perhaps now we have a few more ideas about how to deal with them.

Week 23 – Exposure to Mastery Activities – Self-Confidence and Self-Control

Friday – I Felt Proud To Have So Much Self-Control

Discuss with the children how this week we have been talking about things we can do and can't do and how this relates to feelings of self-confidence. Then discuss how there is one place where everyone can have a great deal of confidence and pride, and that is in the area of self-control.

Ask several of the children to tell you what self-control means, as they understand it. Get as many different versions of this concept as possible. Guide the discussion toward the idea that a person who has self-control can usually get along better in life than someone who has less self-control.

Give a personal example in which you had a high degree of self-control, and be sure to explain how it turned out to be a good thing for you and how you felt about it at the time and now.

Then invite every child who wishes to speak to tell how he felt proud in some situation because he used a lot of self-control. Encourage the descriptions of the episodes to be rather complete, and invite the emphasis to be on how it was a good thing for the child who used it, by asking him to describe how he felt at the time – and now.

After all have had a turn, review together what each child said. Then solicit comments or summarative remarks about the pride one feels in himself for having used his self-control.

Unit 10 -- Two Weeks on Social Interaction

Week 25 – Exposure to Social Interaction Activities – Inclusion and Exclusion

Monday:	Somebody Let Me Play
Tuesday:	Somebody Would Not Let Me Play
Wednesday:	I Would Not Let Somebody Play
Thursday:	I Let Somebody Play Because We Needed Him
Friday:	I Let Somebody Play Because He Had No One to Play With

Week 26 – Experience with Social Interaction Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 25 – Exposure to Social Interaction Activities – Inclusion and Exclusion

Monday – Somebody Let Me Play

Nothing is more fundamental in human relationships than the willingness for one person to associate with another. While the conditions of association are not often ideal, the need to be included in some way is an almost overriding drive in most people.

Discuss with the children how everybody likes to be included, or to at least be invited to play. When a person is invited or included, he feels good.

Give a personal example in which you were included by someone, and describe the pleasant thoughts and feelings that were associated with the experience. Then invite every child who wishes to speak to tell of an incident in which someone included him, or offered to include him, and encourage as full a description of his thoughts and feelings as the child can give.

Review together what each child said, focusing on the feelings that were reported. The major points to stress in the summary are that everyone needs to be included, that this is natural and nothing to be ashamed of, that we almost always feel good when we are included and almost always feel bad when we are not included.

Evaluate, as a group, the manner in which the session proceeded.

Week 25 – Exposure to Social Interaction Activities – Inclusion and Exclusion

Tuesday – Somebody Would Not Let Me Play

This is the opposite of yesterday's activity. The major purpose today is to deal with an area of potential misery for every child. This experience provides the opportunity for all to understand exclusion, to listen to helpful suggestions, and to have many chances to offer helpful guidance.

Give a recent personal example of a time when you wished to be included, but instead you met with rejection. Try to avoid any moralizing or rationalizing. Be fairly objective, but make it clear that you felt hurt and disappointment.

Then allow every child, who wishes to speak, to have a turn to tell of an incident in which he met with exclusion. Ask the child to tell how he felt when it happened.

In the event that a child might name another child in the circle, there may be a tendency to quarrel. Each will tend to justify his behavior. While an argument should not be allowed, each child should be encouraged to tell what he *thought* was happening, and how he felt.

The leader of the session should make sure that every situation discussed is terminated by a round of helpful suggestions on how the chances of inclusion might be increased next time.

After reviewing what each child said, summarize together how by discussing times when we were not allowed to play, we learn to understand exclusion. We also have the opportunity to give and receive helpful suggestions about what to do when this problem occurs.

Week 25 – Exposure to Social Interaction Activities – Inclusion and Exclusion

Wednesday – I Would Not Let Somebody Play

The purpose of today's activity, building on the past two days, is to engender in the child a sense of empathy and social responsibility. He has listened to and talked about inclusion and exclusion and the power to make another person feel good by including him.

Today, each child has a chance to experience his primitive power to block, thwart, or rebuff another individual. For some reason, when a young child rebuffs another, there is seldom an identification with the one who is rejected. To the child who is doing the rejecting, it either seems natural or the right thing to do. This is mostly due to the large measure of egocentrism in the child of his age. Less often is it due to negativism or the desire to hurt.

This is an excellent time to deliberately intrude upon the child's egocentrism, or even his budding resentments, if that is what is behind his refusal to let somebody play.

Allow each child who has the courage to tell a full story about how somebody wanted to play, and he would not let them. Encourage him to tell fully what his thoughts and feelings were at the time – and now. Ask him if he knew how the person he excluded felt at the time of the incident. It is likely that he did not consider that person's feelings. If not, ask him to try to recall and tell how the person probably felt.

As the story unfolds, encourage the other children to give their reactions to what was going on and to discuss how the various people involved were feeling and what they thought. Be sure not to allow any moralizing. Emphasize the seeking of factual information rather than assignment of moral judgments. Be sure to show your appreciation to those children who participated verbally and to the good listeners.

After reviewing, summarize together to the effect that when somebody wants to play with us, that places us in a position of power, but also one of responsibility, because on the one hand we could make that person feel good, but on the other hand, we could also make that person feel quite bad.

Week 25 – Exposure to Social Interaction Activities – Inclusion and Exclusion

Thursday – I Let Somebody Play Because We Needed Him

The purpose of this activity is to help the children make a more clear-cut distinction between their motives of self-interest and compassion. To include somebody is nice, but inclusive vehavior can spring from two entirely different motivational sources. Today the emphasis is on the motive of self-interest. Tomorrow the emphasis will be on motives of compassion.

Tell the children of a recent personal example in which you offered to include somebody because you needed them for some activity. Tell them that your main motive was to satisfy one of your personal needs or desires.

Then invite volunteers to report an event in which they did the same kind of thing, and encourage the child to give an extensive description of the episode, so that his motive of self-interest is clearly evident. If some child reports an incident in which his motive was compassion, simply show your appreciation to him for sharing, and then ask him if he can remember a time when he included someone because he needed him.

After each child has had a turn, invite the children to tell the reactions they have had to what they have heard.

At the end of the session, review together what each child said, and invite the children to come up with their own summarative remarks. Help them to understand that there are basically two reasons why we include others and that today we have discussed one – and tomorrow we will discuss the other.

Week 25 – Exposure to Social Interaction Activities – Inclusion and Exclusion

Friday – I Let Somebody Play Because He Had No One To Play With

Good social relationships are characterized by inclusion, warmth and sharing in the decision-making process. Today's activity brings into sharp focus the important social skill of knowing how to include a person who is feeling left out. The child who learns how to behave inclusively toward other people is respected, appreciated and also much less likely to suffer from loneliness.

Give each child a chance to tell about a time when he included someone because of the motive of compassion. Ask him to tell how he felt at the time of the incident – and now.

By listening to the ways in which the other children included some child, their repertoire of inclusive behavior is broadened. Be sure to take your turn, too, telling how your inclusive behavior made you feel about yourself.

As time permits, the children should be encouraged to comment upon the remarks made by any other child.

As usual, review and summarize together. Discuss how sometimes we include others because we care how they feel which usually gives us a good feeling about ourselves. And also, by sharing in this way, we learn from each other more ways to be kind.

Unit 11 – Two Weeks on Awareness

Week 27 – Exposure to Awareness Activities – Dissonant Experiences

Monday:	I Did Something That I Did Not Feel Like Doing
Tuesday:	I Said Something, But Did Not Mean It
Wednesday:	I Thought One Way, But Felt Another Way
Thursday:	I Thought It Was Bad, But I Did It Anyway
Friday:	I Had Mixed Feelings About Doing Something

Week 28 – Experience with Awareness Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 27 – Exposure to Awareness Activities – Dissonant Experiences

Monday – I Did Something That I Did Not Feel Like Doing

An unpleasant feeling of tension is almost always produced when a person's behavior is not consistent with his feeling state. This inconsistency is a problem for everyone, though there can be many different kinds of causes. Often the child is pressured by other people to go against what he feels like doing, but he may also be pressured by his own conflicting desires.

The focal point of today's lesson should be that when we feel like doing something and we do that thing, then we usually feel good. When we do not feel like doing something, but feel forced to do it, then we usually feel bad.

Give the children a recent personal example in which you felt pressured to do something that you did not feel like doing. Explain your dilemma rather fully, and tell why you did the thing that you did not feel like doing. Tell how the experience made you feel.

Then, without pressuring, invite the children, in turn, to give an example of how this same kind of thing may have happened to each of them. After each child who wishes to speak tells his incident, invite the children to comment.

After all who wish to report an incident and their feelings do so, ask the children to review the feelings that each child reported. Encourage them to come up with summarative remarks and any general ideas for possible solutions. Through discussion, help them to see that everyone is affected from time to time by this type of conflict.

Evaluate together the manner in which the session proceeded.

Week 27 – Exposure to Awareness Activities – Dissonant Experiences

Tuesday – I Said Something, But Did Not Mean It

This is a character-building activity which emphasizes the importance of being socially responsible.

As each child tells about his misleading communication, he should be encouraged to tell how he felt when he did it. Either directly, or through the child leader, see to it that there is a rather full discussion about the negative consequence of misleading another person. It should be specifically brought out that unpleasant feelings are produced in the person who is misled. Be willing to take your turn first. Show appreciation to those children who demonstrate the courage to participate and to those who pay close attention and listen carefully.

As a child realizes that he is producing unpleasant feelings in another person, because of his need to like himself, he is less prone to this kind of behavior in the future.

After reviewing, summarize to the effect that we have all, at one time or another, misrepresented ourselves to another person and always for a reason that seems to make sense to us at the time (usually a self-enhancing reason). What usually happens, however, is that we have made the other person feel bad. When we learn this, we feel bad too. Misrepresenting the truth also causes us to feel bad about ourselves.

Week 27 – Exposure to Awareness Activities – Dissonant Experiences

Wednesday – I Thought One Way, But Felt Another Way

In this activity, the focal pint is the possible incongruence between feeling and thought. When a person's feeling and thought are not in keeping with each other, there is usually a conflict situation with some disagreeable tension.

The purpose of this session is to provide the children with an opportunity to increase their awareness of this kind of conflicting state, to allow them a chance to increase their verbal skills in describing the conflict, and to allow the children to practice at coming up with helpful suggestions that promote resolution in this type of conflict.

Give a recent personal example that illustrates such a conflict (for example, "I thought it sould be nice for a relative to get a letter from me, but I didn't feel like writing it then.") Don't tell how you solved the problem; rather concentrate on describing the thought and the feeling and how it felt to have the conflict.

Once they have the idea, give every child, who wishes to speak, a turn to tell about his conflict. It is not important to ask the child to tell what he did. Ask him questions which will help him to be more descriptive of his thought and feeling and how the conflict state felt.

After reviewing, invite the children to contribute summary remarks about what they have learned today. Guide the discussion around the idea that we all experience this type of conflict and the resulting tension from time to time.

Week 27 – Exposure to Awareness Activities – Dissonant Experiences

Thursday – I Thought It Was Bad, But I Did It Anyway

This is a character-building exercise. When children have been talking about their behavior in an accepting and helpful framework for some time, there is usually little reluctance to be open about this issue.

Discuss with the children how no one is perfect. Each one of us will always have to handle the matter of temptation. This is a chance to see if we can get some really useful suggestions from the other children.

Give a personal example. Tell how you felt about yourself at the time and now.

Do not be concerned that this discussion will give encouragement or license to the children to behave indecently. Indeed it will have the reverse effect. The reason for this is that the focal point is on how we reduce our self-respect when we do something that we believe to be bad.

Do not let the children tell about how they did something that someone else thought was bad, but that they thought was all right. That is an entirely different subject. If a child does this, simply accept what he says and then ask him to tell about a time when he did something that *he* thought was bad.

As each child describes how he was over-ridden by temptation, ask him to tell how he felt about himself at the time – and now. Then invite the other children to comment on how they believe he felt about himself in terms of his personal pride, and to then offer suggestions which could help him the next time to exercise more self-control.

Children experienced with the program will rarely cap on each other, but if they do, stop it immediately and explore that person's hostility.

As usual, review what each child said, and summarize to the effect that we all give in to temptation from time to time, but the person we hurt is ourself.

Week 27 – Exposure to Awareness Activities – Dissonant Experiences

Friday – I Had Mixed Feelings About Doing Something

The purpose of today's activity is to give the children an opportunity to learn a basic fact of emotional life, that mixed feelings are both common and natural. We do not usually feel just one way about something. For example, there are some things about school that each one of us likes and dislikes.

Mixed feelings constitute an important problem, meriting special interest and attention. One of the main differences between an immature person and a mature person is that an immature person tends to polarize his attitudes, developing an extreme of either like or dislike. The more immature child, being blind to the other side of his mixed feelings, tends to conclude that things are either all good or all bad, and his behavior in relation to these things can only be rigid rather than flexible. In contrast, a more mature person is able to tolerate a more indefinite state, feeling both ways at the same time and honestly recognizing and accepting all of his feelings.

As each child takes his turn, help him to describe, rather fully, what it is he likes about doing something and what it is he dislikes about doing the same thing.

After reviewing together what each child reported, help the children focus their attention upon the issue of the *simultaneousness* of pleasant and unpleasant feelings.

Unit 12 – Two Weeks on Social Interaction

Week 29 – Exposure to Social Interaction Activities – Rivalry

Monday:	How I Bullied Someone or How I Was Bullied
Tuesday:	How I Felt When He Told Me He Did Better Than Me
Wednesday:	I Let Someone Know I Did Better than He Did
Thursday:	How I Feel When Someone Doesn't Want To be My Friend
Friday:	How I Feel When Somebody Tries To Get Other People To Exclude Me

Week 30 – Experience with Social Interaction Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Unit 12

Week 29 – Exposure to Social Interaction Activities – Rivalry

Monday – How I Bullied Someone or How I Was Bullied

Tell the children that today we are going to try to understand the bullies of the class. Tell them that all behavior has a reason behind it, including the behavior of the bully.

Ask for a volunteer to tell about some specific incident in which he was a bully or was bullied by someone else. Focus on the feelings of both the bully and the victim, rather than allowing this to become a finger-pointing session. However, if another child in the class is named as either the bully or the victim, ask him to give his version of the incident, again focusing on the feelings of both parties involved.

Seek especially for such terms that describe the need for attention, the inadequacy to be able to get attention and be liked at the same time, and the feelings of helplessness that foster the striving for a feeling of power.

It is important to help the children to see that what makes the bully tick is the need for attention. Try to get them to tell you how understanding this need is a more useful concept than calling the bully a bad person and seeking revenge and punishment.

After each incident is told, the discussion is open for as many different children as possible to offer positive suggestions as to how either the bully or the victim could have handled the incident in a more constructive manner.

In the summary discussion, ask the children what they have learned about bullying behavior and how to handle a bully. Try to keep the focus on such key points as:

(1) The bully wants to be liked and feel important just like everyone else.

(2) Not stopping the bully encourages him to keep on trying to get attention in a way that brings hate instead of respect.

(3) The bully needs good suggestions on better ways to practice getting the attention he needs.

Week 29 – Exposure to Social Interaction Activities – Rivalry

Tuesday – How I Felt When He Told Me He Did Better Than Me

Tell the children that being able to do things well is important to everyone. When we do something well, this tends to make us feel proud, capable, and not so helpless. While it is natural and normal to feel proud of our abilities, other people often feel bad when they see us doing better than they are.

All of us have probably felt proud because we did better than someone else or bad because we didn't do as well.

Invite the children to each take a turn describing an incident when they were made to feel that they didn't do as well as another child.

Focus on the feelings of both children involved in the incident. Watch for terms describing insecurity, self-doubt, and a need for recognition on the part of the superior-acting child, and feelings of jealousy and inadequacy that are aroused in the child who is made to feel inferior.

If another child in the class is specifically named as the one who acted superior, ask him to tell his version of the incident, again focusing on the feelings of both children involved.

As a summary, ask the children to compare the benefits and disadvantages of acting superior.

Week 29 – Exposure to Social Interaction Activities – Rivalry

Wednesday – I Let Someone Know I Did Better Than He Did

Review what was said yesterday about acting superior and being made to feel inferior.

Tell the children that yesterday we talked about a time when someone made us feel we didn't do as well as he did. Today, invite them to take turns telling about an incident when they did better than someone else and told them so.

As yesterday, focus on the feelings of both the child who acted superior and the one who was made to feel inferior.

In the summary discussion, see if you can get the children to recognize that both the superior-acting child and the one who is made to feel inferior are similar in their need to feel adequate and special in some way.

Try to solicit suggestions from the children as to how they could meet their need for achievement and recognition without making someone else feel bad or without being made to feel bad by someone else.

Week 29 – Exposure to Social Interaction Activities – Rivalry

Thursday – How I Feel When Someone Doesn't Want To Be My Friend

The issue of being popular or unpopular may seem like a trivial thing to many adults, but for most children, this is one of the grim issues of life.

Inevitably, in any group of children there will be those who naturally have more appeal. Most of the children want to be the friends of these popular children. In the competitive scramble, far too often they tend to overlook the possibility of forming good friendships with each other.

By allowing the children to discuss this issue you are conveying to them how much you care about their important need to have a friend.

Today we are each going to have a chance to teil how we feel when we try to be friends and the other child or children don't want to be friends with us. Encourage positive suggestions from the other children about how each child could be more effective in securing friendships. Encourage every child to have a turn.

It may happen that another child in the classroom is named as the one who refuses to be friends. If this occurs, the other child should be asked to give his version. Very often it will be discovered that he wasn't even aware of what the first child was hoping for. After the second child has responded, continue as before, letting other children give their impressions and suggestions about the situation.

In the summary discussion ask the children in what way they may have changed their thinking about this issue of making friends.

Week 29 – Exposure to Social Interaction Activities – Rivalry

Friday – How I Feel When Somebody Tries To Get Other People To Exclude Me

This kind of thing happens all the time. Somebody always gets their feelings hurt. Almost always the root cause of the trouble is everybody's insecurity about making and keeping friends.

Tell the children about a time when you had somebody try to get another person to exclude you. Then ask them to tell what they believe each one of the three persons was thinking and feeling.

As soon as they understand this triangular situation, invite them, one at a time, to tell when this kind of thing happened to them and have them tell about what each person was thinking and feeling.

As each child finishes telling about his event, invite the other children to give their opinions of what was going on. Ask them to offer constructive ideas on how each of the three people might have dealt with the situation so there would have possibly been less frustration and insecurity for all concerned.

By way of summary, ask the children to tell why they think people exclude one another. Ask them to tell what they could do instead, when they feel like excluding someone next time. Have them suggest ways we can include one another and still feel good about it.

Unit 13 – Two Weeks on Mastery

Week 31 – Exposure to Mastery Activities – Power and Effectiveness

Monday:	How I Got What I Needed
Tuesday:	How I Got Into Trouble
Wednesday:	How I Became Less Frightened of Something
Thursday:	I Had To Wait A Long Time For Something
Friday:	If I Could Make People Do Anything I Wanted Them To Do

Week 32 – Experience with Mastery Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Unit 13

Week 31 – Exposure to Mastery Activities – Power and Effectiveness

Monday – How I Got What I Needed

The purpose of this activity is to provide each child with the opportunity to describe his personal style of developing and increasing his measure of self-sufficiency. Since all of the children are listening, they have the opportunity to learn a large variety of effective and ineffective ways of getting one's needs met.

While it will not always be possible, strive, at this point, to be sure that every child has the opportunity to express himself. Strong encouragement should be used, but never to the point of placing the child in an embarrassing bind where something is expected of him that he cannot come through with at this moment.

As each child reports how he got what he needed, ask him how he felt at the time – and now.

As time permits, encourage the children to make constructive suggestions to each other as to how they might have been even more effective in getting some need met.

Review what each child reported, giving an opportunity to the children to demonstrate by recall how well they listened and paid attention to each other.

With the children doing most of the talking, summarize to the effect that to be able to get what you need is important for everyone, and it is helpful to hear how others got what they needed.

Evaluate together the manner in which the session proceeded.

Week 31 – Exposure to Mastery Activities – Power and Effectiveness

Tuesday – How I Got Into Trouble

Surprisingly this has proven to be a very popular activity. While one might expect that the children would prefer to avoid the embarrassment of exposing themselves in a possibly bad light, this has not proven so. In fact, often the children will be found to be exhibitionistic, although not necessarily proud of some trouble they have been in.

The main purpose of this session is to counteract the child's erroneous conclusion that he is the only one who gets in trouble and that he is alone in his feelings about it.

This can be accomplished by allowing all of the children to listen to how other children get into trouble, and how it makes them feel.

A secondary purpose is to provide an opportunity for the child to learn where trouble areas exist other than those he has experienced and how these might be avoided.

Still another objective is to provide the child with the helpful and guiding counsel of the other children who will eagerly give constructive advice on how to avoid this trouble in the future.

Ask them to tell how they felt at the time of the incident – and now.

Do not moralize or be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. Be sure that every child has a turn and that you take your turn too. The children will be delighted to hear how you too got into trouble in some way – now – or as a child.

Review what each child reported, focusing on his feelings, as a group. Also summarize the activity around the points mentioned above.

Evaluate together the manner in which the group proceeded.

Week 31 – Exposure to Mastery Activities – Power and Effectiveness

Wednesday – How I Became Less Frightened of Something

Fear-reduction is an important matter for everyone. Some of the universal fears are of inadequacy, failure, desertion, rejection, or criticism. The most common tool people employ to reduce fear is just plain avoidance. Sometimes this is the wisest course or the best adaptation a person can make. But often fears can be reduced by graduated measures of association with the thing that is feared, or by support and encouragement, or by taking a closer look at the implied potential catastrophe, and thus getting a better assessment of the true degree of danger.

None of these issues can be discussed by the children in an intellectual way, and it is best that this is not attempted. Without being able to give abstract explanations, most of the children have either, by imitation or by trial and error, come upon some simple expedient that has been helpful in reducing some of their fears.

The purpose of today's activity is to provide the children with an opportunity to share their adaptive skills with each other in the special area of fear-reduction.

Discuss with the children how we all know a little bit about becoming less afraid, and that by each one sharing his experience with everybody else, the rest of us will have a chance to possibly learn some method that will be useful.

If necessary, take your turn first, telling how you overcame a fear. Then, after every child who is able tells his method of becoming less frightened of something, encourage the children to interact freely on the subject of overcoming fears.

Review and summarize as a group what some of the ways are that we can use to become less frightened of something.

Week 31 – Exposure to Mastery Activities – Power and Effectiveness

Thursday – I Had To Wait A Long Time For Something

This is a character-building activity. Impatience is characteristic of emotional immaturity, while patience is characteristic of the more stable, emotionally mature person. But the ability to be patient is also related to inborn temperament. And here there can be wide variations. While no child can be held accountable for the kind of temperament he was born with, every child can acquire more patience if he wishes to. This is one measure of his growing character.

Discuss these ideas with the children initially. Then discuss how people have more self respect and command more respect from other people when they have more patience. Ask if there are any children who would like to be able to be more patient. You may wish to indicate that this is one of your wishes for yourself.

Now ask the children if they would like to tell of a time when they had to wait a long time for something, and ask each hild to tell about his thoughts, feelings, and actions during the period of waiting. When each child finishes, encourage the others to give positive comments about the patience that was demonstrated and to tell how they think the waiting could have been easier.

After reviewing, discuss in the summary how there are many different reasons why people get nervous about waiting for something they want. When many different reasons have been given, see what good ideas they can come up with for making waiting a more tolerable experience.

Week 31 – Exposure to Mastery Activities – Power and Effectiveness

Friday – If I Could Make People Do Anything I Wanted Them To Do

Every person, feeling essentially helpless, yearns for some measure of megalomanic power. Herein lies the appeal of Aladdin's lamp and many other such fantasies.

Not only are such yearnings universal, but in many people, the desire to possess omnipotent powers sets their style of life from a very early age, and they often tend to be attracted to a career or pursuit which has as its objective the acquisition of as much power as it is possible to attain. Seldom does this have anything at all to do with altruism. Almost always its function is to reduce, or seem to reduce the very unpleasant feeling of helplessness.

The purpose of today's exercise is to first provide a cathartic release for such unrealistic fantasies and thereby lessen their intensity a little. Next, to provide an opportunity for the universalization effect in which all of the children can see that everyone is prone to these same unrealistic yearnings. This helps the children to feel less unique and less unacceptable.

A further benefit will sometimes occur if the children in their cross-comments can help some child to recognize that his fantasies stem from feelings of inadequacy and helplessness, and that a more self-accepting attitude in regard to his limitations might make him feel a little bit less desperate for power.

Now and then, if the children cannot come up with this kind of guidance, it might be wise for you to give this kind of helpful interpretation.

Without pressuring, try to get every child to take a turn. After reviewing, ask some of the children to give a summary of their understanding about today's activity. Help them, by carefully guiding the discussion, to focus on the idea that everyone yearns for more power than they've got, and that this is because we all feel much too helpless deep down inside. Be sure that the children state these ideas themselves, rather than having you state them.

Unit 14 – Two Weeks on Social Interaction

Week 33 – Exposure to Social Interaction Activities – Control and Consideration

Monday:	When I Got To Share In Making The Decision
Tuesday:	When I Did Not Get To Share In Making the Decision
Wednesday:	I Could Not Let The Other Person Share In Making The Decision
Thursday:	Somebody Made Me Do Something I Did Not Want To Do
Friday:	How I Got Somebody To Do What I Wanted

Week 34 – Experience with Social Interaction Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses to what he did well and how he could do even better next time.

Week 33 – Exposure to Social Interaction Activities – Control and Consideration

Monday – When I Got To Share In Making The Decision

As William Schutz has so clearly illustrated, one of the key ingredients in social relationships is the degree to which people share in making decisions. When people share equally in the decision-making process, they feel important and respected. But, when people have decisions made for them, they feel put down and treated disrespectfully.

The first purpose of this activity is to bring sharply into each child's awareness, an understanding of the wish to share in decision making. The second purpose is to promote the language necessary for the child to articulately express his feelings about this focal issue in social relationships.

Each child should be given an opportunity to tell of a time when he got to share in the decision-making process. He should be encouraged to describe the positive feelings he had because of this and to tell as much as possible about the reasons for his pleasant feelings.

After each child who wishes to speak has had a turn, review together, focusing on the feelings reported, rather than the content. Summarize together how we all appreciate the opportunity to share in making decisions which affect us, and how it is good to know that we are all the same in this way.

Evaluate, as a group, the manner in which the activity proceeded.

Week 33 – Exposure to Social Interaction Activities – Control and Consideration

Tuesday – When I Did Not Get To Share In Making The Decision

This is a companion activity to Monday. This session provides the children with an opportunity to learn to express, in an articulate way, their resentful feelings and the reasons for their resentments when they were not permitted to share in the decision-making process.

One of the major benefits of yesterday's and today's activities is that by increasing the children's communicative skills, it strengthens their ability to constructively negotiate at a verbal level with society. As the children's communicative skills are increased, they can enter into very meaningful discussions in the decision-making process, and they will be much less prone to resort to destructive behavior in order to express their resentment at not being included in the decision-making process.

Each child who wishes to speak should be given the opportunity to tell of an experience in which some decision was made for him and which he felt obliged or compelled to abide by. He should be given a full opportunity to express his feeling reaction and the reasons associated with these negative feelings.

Be sure to take your turn, too, and to reinforce the children who participate verbally and listen carefully.

As usual, review and summarize, focusing on how it is natural to feel resentful when we are not allowed to share in making decisions, and that it is good to learn how to talk about these resentful feelings. Discuss further how this knowledge can help us to negotiate in the future.

Week 33 – Exposure to Social Interaction Activities – Control and Consideration

Wednesday – I Could Not Let The Other Person Share In Making The Decision

When people are more considerate and less controlling, they can comfortably share the power of the decision-making process with others. Pathologically aggressive and insecure people have a rigid fixation on running everything their way. If, when these people were young and amenable to other people understanding their insecurity, they had had the chance to receive kindly encouragement, much of their later problems along these lines could have been reduced.

There is no psychologically healthy reason for people to dominate other people. While this kind of social interaction is very prevalent, that is no more reason to say it is normal, than it would be to say that cancer is normal because it is so widespread.

Today's activity is a simple and powerful one. People who dominate do so because they feel extremely nervous if they do not feel that they are in control. They do not feel safe in sharing the decision-making process with others. They dread some catastrophe.

You may wish to take your turn first to demonstrate what is expected. As each child reports his controlling episode, ask him to tell what the catastrophe would have been for him if he had either shared in the decision-making or allowed the other person to decide what would be done and how.

This is not an exercise in morality, and any reference to being wrong or bad should be avoided. Instead, the focal point at all times should be on the fear, anxiety, and dread of possible catastrophe. Encourage the children to be as sympathetic, understanding, and gently helpful as possible, as each child reveals his compulsive urges to domineer.

After reviewing, summarize to the effect that people who are domineering are so because of their fears – not because they are strong.

Week 33 – Exposure to Social Interaction Activities – Control and Consideration

Thursday – Somebody Made Me Do Something I Did Not Want To Do

Every child needs to face both legitimate and illegitimate coercion, because children are inexperienced and tend to be impulse-dominated. It is often necessary and legitimate for them to be coerced into safe, constructive or considerate behavior.

On the other hand, since nobody is perfect, the children will often find that they are being maneuvered unfairly in order to gratify the neurotic need of some person who is more powerful than they.

One of the purposes of today's activity is to help clarify, in the child's mind, the difference between legitimate coercion, which he should appreciate, and illegitimate coercion which he should learn to deal with as constructively as he is able.

By allowing each child to have a turn to tell about a time when he was coerced (made to do something he did not want to do) he, and the other children, should render their opinion as to whether this coercive experience was legitimate (for his own benefit) or illegitimate (for the unfair benefit of some other person).

If a child tells about a time when he was manipulated – tricked or talked into doing something he could have chosen not to do if he had realized what was going on, ask him to think of a time when he was truly coerced – or forced.

As the children engage in this exercise, they will develop an increased ability to articulate between positive and negative coercion. On the one hand, this should increase their ability to accept, in the right spirit, legitimate coercion. On the other hand, it should increase their ability to help the more powerful person who is illegitimately coercing them, to recognize how unfair he is being.

After reviewing, summarize to the effect that sometimes we are forced to do something for our own good and other times for the unfair benefit of the one who is using force. Discuss also how it is helpful to know how to deal with both kinds of coercion.

To the extent that this activity accomplishes its purpose, the children will be developing much more effective personalities and can help promote more reasonable and considerate relationships among people.

Week 33 – Exposure to Social Interaction Activities – Control and Consideration

Friday – How I Got Somebody To Do What I Wanted

Even though every child feels helpless and is largely helpless, in many ways, he still has the power to impose his will upon some other human being.

When he does this for legitimate reasons, he is probably behaving as a constructive person, and in today's activity, this point should be brought out. However, when the child is coercing another person illegitimately, he is harming that person by being unfair and inconsiderate. He is also earning units of disrespect for himself, because nobody admires an exploitive person, including the exploitive person himself.

As each child presents an episode in which he behaved coercively, ask him how he felt at the time and now. Invite the children to give their opinions on whether this child's coercive actions were fair or unfair.

When that part of the discussion is complete, invite the children to comment on how this child may have harmed his own opinion of himself by being unfair and unkind. If there are rationalizations, encourage the other children to give their opinions on the rationalizations, but allow no moralizing or scolding. At this stage, no child should be unaware of what he is doing and how he really feels about himself for doing it.

While no child should be forced to have a turn, reinforce those children who do have the courage to participate. Remember that the listeners are learning too.

At the end of the review, ask some of the children to give a brief summary of the significance of today's activity, guiding the discussion around the idea that we all do have power over others, and we can choose to use it fairly or unfairly.

Unit 15 – Two Weeks on Awareness

Week 35 – Exposure to Awareness Activities – Wishes, Fears, and Dreaming

Monday:	In My Dream, My Wish Came True
Tuesday:	I Had A Very Scary Dream
Wednesday:	A Thought That Keeps Coming Back
Thursday:	A Dream That I Don't Understand
Friday:	I Know I'm More Afraid Of Something Than I Should Be

Week 36 – Experience with Awareness Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible), and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 35 – Exposure to Awareness Activities – Wishes, Fears, and Dreaming

Monday – In My Dream My Wish Came True

Discuss with the children how the average individual dreams approximately 80 to 100 minutes each night. Most of the dreaming occurs in spells of about 20 minutes during each sleep cycle of approximately 90 minutes. It is known as REM sleep, which means a period of rapid eye movement during which the eyeballs move rapidly up and down under the closed eyelids. Some of the basic functions of dreaming seem to be (1) wishfulfillment, (2) fear reduction, and (3) problem solving.

The major purpose of today's activity is to help the child to become more aware of certain desires that he may be repressing. By telling what he got that he wanted in his dream, the child can best learn the wish-fulfilling aspect of dreaming.

Give each child a turn to tell how he got what he wanted in his dream. Be sure to take your turn too.

Review as a group what each child said, then summarize as to how listening to the dream wishes of others can help us learn a great deal about desires that other people express symbolically through the avenue of dreaming.

Evaluate together the manner in which the group proceeded.

Week 35 – Exposure to Awareness Activities – Wishes, Fears, and Dreaming

Tuesday – I Had a Very Scary Dream

All children have scary dreams, but they very seldom have the opportunity to learn that this is true. Most children live in quiet terror thinking they are the only ones who ever have bad dreams. This erroneous conclusion is rectified quite effectively as they listen to the scary dreams of other people.

Discuss the following with the children: That in one part of our thinking, a part of which we are not usually aware, there is an effort to help us become less frightened about something. While nobody really understands how this works in dreaming, the purpose of a scary dream is to help us become less frightened. Sometimes the dream helps us to come up with some way of solving the problem of dealing with something that is going to be frightening in the future.

Encourage the children to tell about their dreams as fully as possible. An excellent means of doing this is to have the child role play each of the elements in his dream. For example, if the child dreams that he has been chased by a tiger in the jungle, ask him to say, "I am the tiger," and in the voice of the tiger say what he is thinking, feeling and doing in the dream. Then ask him to give voice to the jungle and describe his role or function in the dream by saying, "I am the jungle" . . . (and then, finishing this) encourage the child to give such voice to all other elements in the dream.

This is one of the most advanced forms of understanding dreams and will greatly enhance the children's ability to interpret their own and each other's dreams.

Summarize with the children how beneficial it is to know that scary dreams have a helpful purpose, and now we know a way to understand them better.

Week 35 – Exposure to Awareness Activities – Wishes, Fears, and Dreaming

Wednesday – A Thought That Keeps Coming Back To Me

This is an opportunity for each child to express one of his obsessions. When a person has a recurring thought, it usually pertains to an unsolved problem, such as an expected fearful episode or, equally as often, to a wish for something.

After each child has shared, ask him how he feels regarding the thought. Then encourage as many children as possible to comment in a helpful and constructive way about the recurring thought that each child reveals.

Be sure to reinforce those children who speak, listen, and pay attention carefully.

Review as a group what each child said, and summarize to the effect that we all have recurring thoughts and how good it is to give and receive suggestions from each other regarding how best to deal with them.

Week 35 – Exposure to Awareness Activities – Wishes, Fears, and Dreaming

Thursday – A Dream That I Don't Understand

Discuss with the children how dreams seem to serve the function of fulfilling our wishes in a make-believe or symbolic way and that dreaming tends to do the same thing about our resentments. Dreams also can serve the purpose of attempting to reduce our fears, and in a general way, serve as a problem-solving mechanism. Often our dreams are direct in terms of our concern, but sometimes they are disguised and we have to learn the meaning behind the disguise.

Today we are going to help each person to learn how to become better at "playing detective" with his dreams. Remind the children of the technique in which the dreamer, after telling his dream in as much detail as he can possibly remember, first role-plays one element and then another, describing the nature and function of each element or person in the dream, as we did on Tuesday of this week.

As each does this, the other children should be encouraged to occasionally, but not too often, prompt him to role-play each element or person that he may have forgotten.

The first person having the opportunity to work out the meaning of the dream should be the dreamer himself. After he has exhausted his reactions, then other children may wish to suggest possible meanings to him. Here, be alert to the fact that the child who is now helping is probably projecting into the dream his own concerns.

Give as many children a turn as time permits.

As usual, review, summarize and evaluate the session.

Week 35 – Exposure to Awareness Activities – Wishes, Fears, and Dreaming

Friday – I Know I'm More Afraid Of Something Than I Should Be

Discuss with the children how fear is useful because it warns us of danger. Some of our fears are different from those of other people, and some are the same as those of other people.

Today we are going to talk about how fears are sometimes very big fears; they are extreme or exaggerated. There may be something that we should be a little bit afraid of, but we find that instead, we are very much afraid. This is called a phobia, and almost everybody has one or more phobias.

To help the children see the difference between normal fear and unreasonable fear, give them a personal example.

Then tell the children that you would like to know what the biggest fear is that each one has, and you would like the other children to give their opinion as to whether they believe the fear is realistic or exaggerated.

Give every child a turn, and encourage as much discussion as possible. However, allow no criticism or put downs.

If there are some children who cannot state a great fear, just tell them that we can't always remember our fears, but when they get to think about it, they will see that they too have some big fear. Remember also that children who do not speak are benefitting from listening.

After reviewing, summarize together at the end of the session, the general points mentioned above, stressing that everyone has some exaggerated fears.

Conflict Management Curriculum

The Conflict Management Curriculum was developed to help children deal with the conflicts they will inevitably encounter in life. It encourages conflict management to become a deliberate and intentional process—a well-developed skill, rather than a behavioral area left to emotional decisions of the moment.

Inability to cope with conflict can arrest or delay a student's social and emotional growth. The student who does not deal with conflict creatively and positively is unprepared each time it arises. This student responds with limited strategies. Without learning experiences in this area, she/he cannot venture toward new understanding and cannot risk moving on to more fulfilling, complex social experiences.

This program will benefit children in their immediate lives, as well as prepare them to become more responsible, caring adults. It uses a multi-media approach, which actively involves students in discovering new and creative responses to conflict. The goal is to help children discover positive and creative methods for handling conflict both in and out of the classroom.

109. Conflict Management Curriculum Book

A step-by-step guide for helping children deal positively with the conflicts they encounter, this book includes a variety of activities, plus Magic Circle topics and directions for role-playing. It can be used with any of the films (110, 111, 112) or can be used independently. For use with children in kindergarten through sixth grade. **$5.95.**

Conflict Management Films

110. Kids and Conflicts

For teacher viewing, this film is a step-by-step demonstration of how to use the Conflict Management Curriculum. It also explores the value and need for a curriculum of this nature. **$175.**

111. The Pinch

In this award-winning film, no pat answers are given. Instead, the children are involved in self-discovery. They discuss their feelings about conflicts and they role play conflict situations from their own experiences. Then, they design and act out personal non-violent ways of dealing with these conflict situations. For ages 5 through 8. **$175.**

112. Bleacher Feature

With the children in this film providing a persuasive behavioral model, classroom children discover the power of creative alternatives. They learn to share their feelings, and learn that other children have similar problems. For ages 9 through 12. **$175.**

All films are 16mm, color and sound, approximately 12 minutes each.

113. Entire Conflict Management Curriculum Package

Includes the curriculum book (109), the three films (110, 111, 112) and leaders' guides for each film. **$475.**

Conflict Management Workshop

Conflict management training is available for both elementary and secondary educators. Workshops are conducted in an enjoyable and stimulating atmosphere. Experiential activities in the sessions provide the participants with the tools and skills necessary for implementing conflict management education with students.

Additionally, adults often find that the workshop helps expand their own approaches to handling conflict. They become more aware of their creative potential and learn to use that creativity to handle conflicts effectively.

These on-site workshops are typically three days in length and may be held in conjunction with a Human Development Program workshop. College credit is available on an optional basis. Tuition is $125 per person.

The Human Development Program:

101. "Magic Circle": An Overview of the Human Development Program

Answering the often asked question, "What is the Magic Circle/Human Development Program?", this book is useful to educators as a general resource. In addition to reviewing Human Development Program theory and research, it answers many general questions about the program and the Magic Circle. Included in this publication are:

- Theoretical bases and objectives of the Human Development Program
- Tips for leading the circle session
- Session evaluation
- Program implementation in the self-contained classroom
- Student leadership
- The results of relevant research
- An extensive appendix offering several sample units from various Magic Circle Activity Guides.

$5.95.

102. Methods in Human Development, Theory Manual (revised 1973)

This book is a basic theoretical text in the areas of educational psychology and child growth and development. It provides an expanded theoretical rationale for the Human Development Program. In describing how the program has been designed to meet the needs of children in the areas of emotional and social development, it deals with:

- The child and his development
- Communication in the circle session
- Sample activities
- The three themes of Awareness, Mastery, and Social Interaction
- Defense mechanisms
- Mastery and the Self concept
- Maladaptive strategies
- Attention, acceptance, approval and affection

$7.95.

103. Human Development Program Supplementary Idea Guide

This book offers ideas and suggestions for improving Magic Circle leadership, generating circle session topics, orienting the community to the program and evaluating results. It provides an extensive section in which frequently asked questions about the program and circle leadership are answered. A sampling of areas covered in this book include:

- Confluent innovations
- Magic Circle leadership skills
- Generating topics
- Community orientation
- Using the Developmental Profile
- Review of the literature
- Answers to frequently asked questions

$7.95

104. Human Development Program "Magic Circle" Story and Activity Booklet

In this booklet, cheerful cartoons for children in kindergarten through grade 2, tell the story of a group of children and their teacher having their first Magic Circle. The animated story reveals how the session is conducted, including the introduction of the topic, the verbal participation of each child, the development of listening skills, and a review and summary of the main concepts learned. Four pages of individual awareness activities for the children are provided at the end of the booklet as well as a letter to parents describing the Human Development Program. Information for the teacher suggesting uses for the booklet is provided. **$.40 each. Set of 10—$3.60.**

105. Human Development Program Developmental Profiles

Similar in design to the Fel's Rating Scales, this set of fifty Developmental Profiles is used to evaluate student progress in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension and tolerance. Descriptions are given for each scale to help the rater make objective ratings. Ratings for one child made every six weeks throughout the school year fit one developmental profile sheet. The profiles are a valuable instrument for program evaluation. **Set of 50 sheets—$3.95.**

Elementary Materials

106. Human Development Program Activity Guides
Each activity guide presents daily lesson plans for an entire school year. Each activity relates to one of three growth areas: AWARENESS (increasing awareness of the feelings, thoughts, and behavior of self and others); MASTERY (developing a feeling of self-worth); and SOCIAL INTERACTION (increasing social understanding and competencies). Each guide presents a series of basic activities for children who are new to the program, and for previous participants to review. The daily topic, its rationale, and suggestions for conducting the session are also provided. A small sample of the 180 topics covered in each activity guide include:

106A. Pre-school/Kindergarten
"I Can Show You Something I Feel Good About"
"I Can Tell a Nice Thought About Something I Do at School"
"I Can Do Something Nice for You"
"I Can Tell About Something That Makes Me Feel Bad"
"I Can Tell a Nice Thought About Something I Like to Look At"
"I Can Show What I Do When I Go To Someone's House"
$9.95

106B. Level I: (first grade)
"Something I'm Very Proud That I Can Do By Myself"
"Something I Want To Do For Myself, But Don't Know How Yet"
"I Did Something That Somebody Liked"
"I Did Something That Somebody Did Not Like"
"How I Got Someone To Pay Attention To Me"
"Somebody Did Not Let Me Play"
"Something That is Real"
$8.95

106C. Level II: (second grade)
"We Did Something For Each Other"
"How I Got What I Needed"
"I Didn't Know I'd Get In Trouble"
"Somebody Did Something That I Did Not Like"
"Something I Wish For"
"I Did Something I Was Supposed To Do"
$8.95

106D. Level III: (third grade)
"How I Felt When I Did Not Get Attention"
"I Gave Somebody Attention Because He/She Needed It"
"I Know the Good/Bad Results of My Behavior"
"Something I Just Learned to Do"
"I Had a Hard Time Choosing Between Two Things"
"Something I Can do Very Well and Something I Just Can't do Well"
"I Made a Promise and Kept It"
$8.95

106E. Level IV: (fourth grade)
"I Was Proud To Find that I Could Do It by Myself"
"Something That Makes Me Feel Very Good"
"I Did Something That Somebody Did Not Like"
"I Got Very Mad At Myself"
"What I Feel When I Win and When I Lose"
"The Things I do to Keep a Friend"
"I Did What I Was Supposed To Do"
$8.95

106F. Level V: (fifth grade)
"My Favorite . . . (memory, food, book, place, game, and so on)"
"How I Made Someone Feel Happy"
"If I Could do Anything I Wanted"
"What People Need from Each Other in Order to Be Good Friends"
"A Risk I Took and I Was Glad"
"How I Show Someone That They Can Trust Me"
"The Way I Learn Best"
"Something I'm Learning Now that Is Hard"
"How I Can Change From One Situation to Another"
Information relating to classroom implementation is offered at this level. Strategies for informing parents and the community about the program and supplementary activities within each unit are also provided.
$9.95

106G. Level VI: (sixth grade)
"A Time When I Felt Proud of Myself"
"How I Like to Spend My Free Time"
"The Things I Like Most (Least) About School"
"What Is Good Communication?"
"A Time When I Accepted Someone Else's Feelings"
"How I Would Like To be Known by Others"
"Something About Me That Changed From a Year Ago"
"A Time When I Was Feeling Lonely"
Information relating to classroom implementation is offered at this level. Strategies for informing parents and the community about the program and supplementary activities within each unit are also provided.
$9.95

The Human Development Program:

Presentations
Magic Circle presentations are learning experiences that introduce educators to the concepts of the Human Development Program. In addition to developing knowledge of affective programs in general, these presentations give educators the opportunity to participate in a Magic Circle session and observe the process in action. Human Development Program theory is communicated through brief presentations and activities that totally involve all participants.

A Human Development Training Institute Consultant will answer questions and provide any special guidance required. Presentations are tailored to specific needs, and length can range from a two hour overview to a full day in-service.

Costs vary according to presentation length and the availability of local consultants. Typically, the fee for a one day in-service is $250 plus travel and expenses.

Open workshops
Magic Circle open workshops are designed to train educators to effectively conduct Magic Circle sessions. Additionally, participants increase awareness of their own feelings and thoughts, and become aware of the thoughts and feelings of others. These workshops provide a variety of learning and growth opportunities, both professional and personal, that create an environment for humanistic teaching methods.

Participants are exposed on a small group basis to a series of workshop activities aimed at involving them in the concepts being presented. Maximum involvement at a personal level is encouraged. Debriefing sessions follow the small group experiences and brief lectures build understanding of the theory behind the program.

All participants at any Magic Circle workshop receive a complete classroom set of Magic Circle curriculum materials, certification and a Magic Circle newsletter subscription.

During the school year regularly scheduled open workshops are typically held on weekends in cities throughout the country. The tuition for these 3-day workshops is $125.00 per person.

Workshops conducted during the summer are typically 5-day sessions (Monday through Friday). The tuition for these workshops is $150.00 per person.

Services

Contract Workshops
The Human Development Training Institute works with educational systems, agencies, or individual schools to provide on-site training workshops in the Magic Circle/Human Development Program. Coordinated with educators in contracting agencies these workshops are tailored to meet specific needs. A combination of theory presentations, live demonstrations, and small group discussions are used to develop in teachers the skills needed to effectively conduct Magic Circle sessions with students. The Human Development Program theory and Magic Circle techniques are covered in depth. Participants can expect to complete the workshop with:

- better group leadership techniques.
- increased personal awareness.
- improved listening skills.
- practical tools for classroom management.

Each participant receives a complete classroom set of curriculum materials, certification from the Human Development Training Institute and a subscription to the HDTI quarterly newsletter.

College credit is also available on an optional basis for those attending the workshops.

These contract workshops may be either 3, 4, or 5 days in length and may include Saturday and/or Sunday. They may be conducted either during the day or after school hours. Fees are:

- 3-day workshop—
  $125.00 per participant
- 4-day workshop—
  $138.00 per participant
- 5-day workshop—
  $150.00 per participant

Implementing Magic Circle District-wide
Our Associate Trainer Program prepares selected school system personnel to become trainers in the Magic Circle/Human Development Program. It provides in-depth guidance to these individuals for introducing, training, and supporting the program within their system. Because this training program requires unique scheduling and advanced planning, all inquiries are handled on an individual basis. Please contact HDTI to learn more about how this program can meet the needs of your school district.

For detailed information on HDTI presentations and workshops call toll free **800-854-2166.** In California, call collect 714-462-8230.

Secondary Materials

201. Innerchange: A Journey Into Self Learning Through Group Interaction

Innerchange is the name of an outstanding set of curricular materials available to teachers at the secondary level. One complete set is for teachers at the junior high level and one is for senior high school teachers.

Designed with a subject matter orientation, the curriculum is useful to teachers in a wide variety of subject areas. A major emphasis is on helping students to make connections between what they are learning in school and their personal lives. The goals of the program are also compatible with those of Career Education Programs and Substance Abuse and Crime Prevention Programs.

The **Innerchange** curriculum focuses on a variety of relevant themes, such as:

"Looking at My Many Selves"
"Dreaming"
"Facades and Authenticity"
"Bodymind"
"Leading and Following"
"Assertiveness"
"Sex Roles"
"Games and Manipulations"

These are just a few of the intriguing and timely units that are included.

The **Innerchange** package offers:

- a multitude of circle sessions with relevant topics.
- an extensive selection of supporting activities relating to a wide variety of subject areas.
- activity sheets for students to read and react to, in writing.

202. The Human Development Program for Institutionalized Teenagers

This book is designed for teenagers in correctional institutions, and provides information relating to their specific emotional and social needs. A theoretical background of the Human Development Program is presented as well as suggestions for optimum ways in which the program may be used. A series of basic topics, relating to awareness, mastery and social interaction, as well as extensive directions on how to conduct circle sessions, make this book appropriate for public and private institutional environments.

Order Form

Qty.	Cat. No.	Human Development Program Materials	Unit Price	Amount
☐	101	Magic Circle: An Overview of the Human Development Program	$ 5.95	
☐	102	Methods in Human Development: Theory Manual	7.95	
☐	103	Human Development Program Supplementary Idea Guide	7.95	
☐	104	Human Development Program Magic Circle Story & Activity Booklet	.40	
☐	104a	Set of 10	3.60	
☐	105	Developmental Profiles (set of 50)	3.95	
☐	106	Activity Guides (complete set)	60.00	
☐	106a	Preschool/Kindergarten	9.95	
☐	106b	Level I (first grade)	8.95	
☐	106c	Level II (second grade)	8.95	
☐	106d	Level III (third grade)	8.95	
☐	106e	Level IV (fourth grade)	8.95	
☐	106f	Level V (fifth grade)	9.95	
☐	106g	Level VI (sixth grade)	9.95	
☐	107	Resource Set (includes all of the books listed above)	85.00	
☐	108	Classroom Set of Materials (includes Theory Manual, Overview Book, Developmental Profiles, Supplementary Idea Guide, Story Booklet, one Activity Guide. Please indicate which level Activity Guide _____.)	30.00	

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Qty.	Cat. No.	Conflict Management Curriculum Materials	Unit Price	Amount
☐	109	Conflict Curriculum Book	$ 5.95	
☐	110	Kids and Conflicts Film	175.00	
☐	111	The Pinch Film	175.00	
☐	112	Bleacher Feature Film	175.00	
☐	113	Package of 3 Films, film guide, and curriculum book	475.00	
		Secondary Materials		
☐	201	Innerchange Package Information		
☐	202	Human Development Program for Institutionalized Teenagers	8.95	
☐		Please send additional order forms.		
☐		Please send information on Human Development Program for Bilingual Education.		
		California residents add 6% sales tax		
		TOTAL		

Authorized Purchase Order accepted in lieu of cash payment.

All orders under $10.00 must be prepaid.

Please allow 6% for shipping and handling on all orders that are not prepaid.

We will be happy to take phone orders.

Call us TOLL FREE **(800) 854-2166**

(In California call collect 714-462-8230.)

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